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ABSTRACT

The document lists and briefly describes 37 assessment devices and 65 reference materials regarding the education of severely and profoundly handicapped students. Entries are arranged alphabetically and list information on publisher; date; cost; location; content (test purpose, population targeted, stated emphasis, levels, and subareas); administration (estimated time, scoring difficulty, additional equipment required); technical aspects (standardization sample, reference, reliability); and general comments. (CL)

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RESOURCE GUIDE

FOR THE ASSESSMENT OF

SEVERELY AND PROFOUNDLY MENTALLY RETARDED PUPILS

A REVIEW OF

MATERIALS

AT

NEW JERSEY LEARNING RESOURCE CENTERS

Fred G. Burke
Commissioner of Education

Prepared under the direction of the

Bureau of Pupil Personnel Services
Division of School Programs

Catherine Havrilesky
Assistant Commissioner

and

Northeast Regional Resource Center

Nicholas J. Maldari
Project Director

New Jersey State Department of Education
225 W. State St., Trenton, N.J. 08625

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

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Secretary

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PREFACE

The Branch of Special Education and Pupil Personnel Services of the New Jersey State Department of Education with the assistance and cooperation of the Northeast Regional Resource Center and the Bureau of Day Training of the New Jersey State Department of Human Services has prepared this resource guide. Since 1975 with the passage of Chapter 212 of the laws of the State of New Jersey, the commonly named "thorough and efficient" education act, the responsibilities of the public schools to provide appropriate educational services for severely and profoundly mentally retarded children and youth have increased. In 1977 local district child study team members requested, and then participated in, intensive inservice training programs focusing on the characteristics of these youngsters and on techniques for eliciting valid assessment information from them.

Subsequent to this effort it was determined that there was a need to review and disseminate information to child study team members about the resources available to them at New Jersey's four Learning Resource Centers.

Staff members from the Branch of Special Education and Pupil Personnel Services, the Bureau of Day Training and the Northest Regional Resource Center reviewed the holdings of the four Learning Resource Centers. Books, audio-visual aids, assessment devices and files of miscellaneous materials which were directly intended for or were deemed adaptable to use with severely and profoundly mentally retarded individuals were reviewed.

ACKNOWLEDGEMENTS

Special thanks are necessary to John Conover, Director of the Bureau of Day Training, to Nicholas J. Maldari, Project Director of the Northeast Regional Resource Center and to Paul B. Winkler, Deputy Assistant Commissioner of the Branch of Special Education and Pupil Personnel Services for their understanding and permission for the tremendous amounts of staff time necessary for the completion of this project. Appreciation and recognition are also extended to Marianne Chisesi, Joann Janczewski and Kathleen Wolff from the Bureau of Day Training who served as consultants in reviewing the materials at New Jersey's learning resource centers. Also, the coordinators and staff members of the learning resource centers are due special citation for the assistance in all phases of the project. Many thanks are also given to Joan Eiker and Diane Weiss for their care and effort in typing this document.

Consultants
State Department of Human Services
Bureau of Day Training

Marianne Chisesi Joann Janczewski Kathleen Wolff

Project Coordinators

Patricia M. Brady
State Department of Education

Peggy Thorpe
Northeast Regional Resource Center

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INTRODUCTION

Organization and Contents of the Guide

The entries in the resource guide are divided into two major categories: "Assessment Devices" and "Reference Materials." In each entry, the characteristics of each item, annotations on its possible use and major limitations, if any, are described. Additionally, information is supplied to allow the reader to purchase the publication, if desired.

The opinions expressed as to the merit of the materials are those of the reviewers. These statements are offered not as definitive judgments, but as views of practitioners who work directly with severely profoundly mentally retarded students.

Readers will note that in some entries there seems to be missing information because blanks appear within the reviews. These blanks were left deliberately when reviewers could not discover the required data. Users of the guide are encouraged to complete the entries if they obtain the information while using the document.

Use of the Guide

Individuals who are responsible for producing adequate diagnostic assessments of severely and profoundly mentally retarded pupils, especially as these assessments lead to program recommendations, are anticipated to be the primary users of the guide. The low incidence of this degree of handicap, combined with the small size of some local school districts, precludes most child study team members from developing a high degree of skill in this area of assessment. For this reason, the reviews in the guide should help practitioners select and locate possible references and assessment techniques. While many of the entries were not standardized on severely and profoundly mentally retarded students, such devices, if used carefully, can yield valuable criterion referenced information.

The entries are organized alphabetically within their respective subsections "Assessment Devices" and "Reference Materials." Also, at the beginning of the "Assessment Devices" unit is a chart specifying the primary intended use, screening/diagnosis/programming, and the major areas assessed. This chart is provided to enable the reader to quickly identify a potential technique which can then be reviewed in some depth within the individual entry and, if desired, subsequently at a learning resource center.

Additions to the Guide

Besides reviewing the current holdings of the learning resource centers and developing the material for the guide, the reviewers prepared a list of suggested assessment devices and reference materials. These are being added to the publications at the four learning resource centers.

As these become available and as readers discover other materials useful for obtaining accurate assessment information of severely and profoundly mentally retarded pupils, they are encouraged to add to the guide. Unused forms for the review of assessment devices and reference materials are included in the Appendix, where there also is a blank chart for listing and outlining additional assessment devices.

ASSESSMENT DEVICES

ASSESSMENT DEVICES

TITLES	LOCATION (LRC)					AREAS ASSESSED										EMPHASIS		
	C	NE	NW	S		Aditory	Haptic/ Kinesthetic	Personal/ Social	Concepts	Language	Motor	Pre Academic	Self Help	Visual	Other	Screening	Diagnostic	Programming
Assessing Language Skills in Infancy (REEL)	X									X							X	
Bayley Scales of Infant Development	X	X		X				X	X		X						X	
Behavioral Characteristics Progression (BCP)				X				X		X	X	X	X		X		X	X
Boehm Test of Basic Concepts		X	X						X	X		X						X
Brigance Diagnostic Inventory of Early Development		X		X					X	X	X	X	X		X		X	X
Cadets Pupil Profile				X		X	X		X	X	X	X	X	X	X			X
Callier-Azusa Scale: Assessment of Deaf-Blind Children				X				X		X	X		X		X		X	
Comprehensive Identification Process - CIP		X		X		X		X	X	X	X			X	X	X		
Curriculum Guide: Severely & Profoundly Handicapped			X					X		X	X		X					X
DASI - Developmental Activities Screening Inventory				X					X		X	X				X		
Deaf-Blind Program and Ability Screening Test				X		X	X	X		X	X		X	X		X		

ASSESSMENT DEVICES

TITLES	LOCATION (LRC)					AREAS ASSESSED										EMPHASIS		
	C	NE	NW	S		Auditory	Haptic/ Kinesthetic	Personal/ Social	Concepts	Language	Motor	Pre Academic	Self Help	Visual	Other	Screening	Diagnostic	Programming
Denver Developmental Screening Test	X							X	X	X	X		X			X		
Developmental Profiles	X		X					X	X	X	X		X					X
Developmental Programming for Infants & Young Children	X							X	X	X	X		X					X
Gesell Developmental Schedules	X			X				X		X	X						X	
Goldman Fristoe Test of Articulation	X			X											X			
Guide to Early Developmental Training, Wabash Center	X		X					X	X	X	X	X	X	X				X
Individualized Educational Plan for Handicapped Children, Preschool Trainable			X					X		X	X	X	X					
Inventory for Infants	X							X	X						X			
Iowa Test of Preschool Development	X	X							X	X	X			X			X	X
Koontz Child Developmental Program Training	X							X		X	X							
Learning Accomplishment Profile	X	X						X	X	X	X		X			X		

ASSESSMENT DEVICES

TITLES	LOCATION (LRC)					AREAS ASSESSED										EMPHASIS		
	C	NE	NW	S		Auditory	Haptic/ Kinesthetic	Personal/ Social	Concepts	Language	Motor	Pre Academic	Self Help	Visual	Other	Screening	Diagnostic	Programming
Marshaltown Project Behavioral Development Profile	X		X					X		X	X		X					X
Minnesota Pre School Scale	X		X					X	X	X					X	X		
Peabody Picture Vocabulary Test	X	X		X						X								
Portage Guide to Early Education	X		X					X	X	X	X		X					X
Preschool Attainment Record	X							X	X	X	X				X			
A Prescriptive Behavioral Checklist for the Severely & Profoundly Retarded	X		X						X	X	X		X				X	X
Project Active	X	X									X				X		X	X
Psychoeducational Evaluation of the Preschool Child - A Manual Utilizing Hausserman Approach			X			X			X	X	X			X	X		X	
Riley Preschool Developmental Screening Inventory			X								X			X		X		
Sequential Task Analysis Curriculum				X		X	X	X	X	X	X		X	X				

ASSESSMENT DEVICES

TITLES	LOCATION (LRC)					AREAS ASSESSED										EMPHASIS		
	C	NE	NW	S		Auditory	Haptic/ Kinesthetic	Personal/ Social	Concepts	Language	Motor	Pre Academic	Self Help	Visual	Other	Screening	Diagnostic	Programming
The Teaching Research Motor Development Scale for Moderately & Severely Retarded Children			X								X							X
TMR Performance Profile for the Severely & Moderately Retarded			X	X				X	X	X		X	X		X			X
Verbal Language Development Scale		X		X							X						X	
Vineland Social Maturity Scale		X		X				X		X			X		X			
Washington State Cooperative Curriculum				X				X		X	X	X	X		X		X	X

Assessing Language Skills in Infancy (REEL)

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: The Tree of Life Press
1309 No. East 2nd Street
P.O. Box 447
Gainesville, Florida 32601

PUBLICATION DATE: 1971

COST: $14.50 softbound
16.50 hardbound

LOCATION OF MATERIAL:

LRC Central

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: Infants 0 - 36 months

TEST PURPOSE:

☐ Screening ☒ Diagnosis ☐ Programming

STATED EMPHASIS: Measuring emerging language skills

LEVELS: NUMBER OF FORMS: One

SUBAREAS: Expressive, Receptive

III. ADMINISTRATION

EVALUATION METHOD:

☒ Observation ☒ Interview ☐ Test ☐ Other_____

MANNER OF ADMINISTRATION:

☒ Individual ☐ Group

ESTIMATED ADMINISTRATION TIME: Untimed

III. ADMINISTRATION (continued)

ADMINISTRATOR:

[ ] Parent [x] Teacher [ ] Diagnostician

SCORING:

[x] Easy [ ] Moderate [ ] Difficult [ ] Unscored

ADDITIONAL EQUIPMENT NEEDED:

Classroom materials

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: Expressive, Receptive and Total Language Quotients and Ages

STANDARDIZATION SAMPLE:

RELEVANCE:

[ ] Criterion [x] Norm

RELIABILITY: Test - retest .90 (28 infants)

V. COMMENTS After testing receptive and expressive language, a combined score is derived, the very thing the test is trying to avoid. Considering this, the assessor is advised to stress the internal characteristics of tested language. Useful information can be obtained relevant to the S/P handicapped population.

Bayley Scales of Infant Development

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: The Psychological Corporation
304 East Forty Fifth Street
New York, NY 10017

PUBLICATION DATE: 1969

COST:

LOCATION OF MATERIAL:

LRC - South
LRC - Central
LRC - Northeast

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: Infants 0 to 30 months

TEST PURPOSE:

☐ Screening ☒ Diagnosis ☐ Programming

STATED EMPHASIS: Motor, Sensory-Perceptual, Object Constancy, Memory, Problem Solving

LEVELS: One NUMBER OF FORMS: One

SUBAREAS: Motor, Mental, Behavior

III. ADMINISTRATION

EVALUATION METHOD:

☒ Observation ☐ Interview ☒ Test ☐ Other_____

MANNER OF ADMINISTRATION:

☒ Individual ☐ Group

ESTIMATED ADMINISTRATION TIME: 45 - 75 minutes, untimed

III. ADMINISTRATION (continued)

ADMINISTRATOR:

☐ Parent ☐ Teacher ☒ Diagnostician

SCORING:

☐ Easy ☒ Moderate ☐ Difficult ☐ Unscored

ADDITIONAL EQUIPMENT NEEDED:

Stopwatch, 8 1/2 x 11 paper, tissues, stairs, walking board

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: Mental Development Index
Psychomotor Development Index

STANDARDIZATION SAMPLE: 1262 infants from 2 to 30 months

REFERENCE:

☐ Criterion ☒ Norm

RELIABILITY:

V. COMMENTS Assessment of severely/profoundly retarded older youngsters would violate the standardization but might provide a useful criterion referenced description of skills for program planning purposes.

Behavioral Characteristics Progression (BCP)

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: Vort Corporation
P.O. Box 11132
Palo Alto, California 94306

PUBLICATION DATE: 1973

COST:

LOCATION OF MATERIAL: LRC-South....Vertical File
IDS-006-lp
Santa Cruz Special Education
Management System

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: Mentally and behaviorally handicapped children

TEST PURPOSE:

☐ Screening ☒ Diagnosis ☐ Programming

STATED EMPHASIS:

LEVELS: NUMBER OF FORMS: One

SUBAREAS: 59 stranda in areas such as Self Help, Communication, Motor, Social Behaviors, Academic, Recreational and Vocational Skills.

III. ADMINISTRATION

EVALUATION METHOD:

☒ Observation ☐ Interview ☐ Test ☐ Other_____

MANNER OF ADMINISTRATION:

☐ Individual ☒ Group

ESTIMATED ADMINISTRATION TIME: Tasks untimed

III. ADMINISTRATION (continued)

ADMINISTRATOR:

☐ Parent ☒ Teacher ☐ Diagnostician

SCORING:

☐ Easy ☒ Moderate ☐ Difficult ☐ Unscored

ADDITIONAL EQUIPMENT NEEDED:

Household and classroom materials

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: BCP Chart

STANDARDIZATION SAMPLE:

REFERENCE:

☒ Criterion ☐ Norm

RELIABILITY:

V. COMMENTS Many of the behavioral strands assess the unique needs of severely/profoundly retarded students (e.g. signing, wheelchair mobility). This material is complete, extensive, and designed to consider severely handicapped. It is a very appropriate and useful tool. However, it requires planning to pull each distinct strand into a unified program whole.

Boehm Test of Basic Concepts

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: Psychological Corporation
304 East 45th Street
New York, NY 10017

PUBLICATION DATE: 1967

COST:

LOCATION OF MATERIAL: LRC - Northwest
LRC - Northeast

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: Kindergarten, Grades 1 & 2

TEST PURPOSE:

☐ Screening ☐ Diagnosis ☒ Programming

STATED EMPHASIS: To measure mastery of concepts considered necessary for achievement in the first years of school.

LEVELS: NUMBER OF FORMS: Two - A & B

SUBAREAS:

III. ADMINISTRATION

EVALUATION METHOD:

☐ Observation ☐ Interview ☒ Test ☐ Other_____

MANNER OF ADMINISTRATION:

☐ Individual ☒ Group

ESTIMATED ADMINISTRATION TIME: 15 - 20 minutes, untimed

III. ADMINISTRATION (continued)

ADMINISTRATOR:

☐ Parent ☒ Teacher ☐ Diagnostician

SCORING:

☐ Easy ☒ Moderate ☐ Difficult ☐ Unscored

ADDITIONAL EQUIPMENT NEEDED:

Pencil or crayon

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: Class Record Form serves as both a scoring key and an interpretive aid to the teacher

STANDARDIZATION SAMPLE: 9737 children in kindergarten, grades 1 and 2, from low, middle and high SES.

REFERENCE:

☐ Criterion ☒ Norm

RELIABILITY:

V. COMMENTS Though this test was not designed for use with severely/profoundly handicapped students, it can be used with older s/p students. Concepts measured include Space, Quantity, and Time.

The pictures are clear and the student can point to as well as mark an answer. Since a verbal response is not necessary, receptive language can be tested.

Brigance Diagnostic Inventory of Early Development

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: Curriculum Associates, Inc.
Woburn, Massachusetts 01801

PUBLICATION DATE: 1978

COST: $49.95 (large loose-leaf notebook + 10 Developmental Record Booklets)

LOCATION OF MATERIAL: LRC - South
LRC - Northeast (an excerpt)

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: Infants and children below 7 years of age.

TEST PURPOSE:

☐ Screening ☒ Diagnosis ☒ Programming

STATED EMPHASIS: Normal Development from 0 - 7 years

LEVELS: 100 skill sequences NUMBER OF FORMS: One

SUBAREAS:

Pre-ambulatory Motor Skills, Gross Motor, Fine Motor, Self-help, Pre-speech, Speech and Language, General Knowledge and Comprehension, Readiness, Reading, Manuscript, and Basic Math.

III. ADMINISTRATION

EVALUATION METHOD:

☒ Observation ☒ Interview ☒ Test ☐ Other_____

MANNER OF ADMINISTRATION:

☒ Individual ☐ Group

ESTIMATED ADMINISTRATION TIME: Tasks untimed

III. ADMINISTRATION (continued)

ADMINISTRATOR:

☐ Parent ☒ Teacher ☐ Diagnostician

SCORING:

☐ Easy ☒ Moderate ☐ Difficult ☐ Unscored

ADDITIONAL EQUIPMENT NEEDED:

Household and classroom items

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: Profile and graph

STANDARDIZATION SAMPLE:

REFERENCE:

☒ Criterion ☐ Norm

RELIABILITY:

V. COMMENTS A comprehensive inventory of skills. Many of the skills are appropriate for severely and profoundly retarded students, including those with physical handicaps and nonverbal communication. Includes suggestions on how to write behavioral objectives. Yields assessment information directly applicable for programming.

Cadets Pupil Profile

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: Delaware State Board of Education
Dover, Delaware 19901

PUBLICATION DATE: 1975

COST: Not available

LOCATION OF MATERIAL:

LRC - South.....Vertical File
SPE-016-a
Multiple Handicapped

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: Handicapped

TEST PURPOSE:

☐ Screening ☐ Diagnosis ☒ Programming

STATED EMPHASIS: Motor, Perception, Cognition, Social Development and Vocational Adjustment

LEVELS: 11 Levels (infancy through 6th grade) NUMBER OF FORMS: One

SUBAREAS:

Postural Efficiency, Basic Differentiation, Locomotion, Tactile Kinesthetic, Gustatory-Olfactory, Basic Visual, Auditory, Graphic Visualization, Language Processes, Quantitative Processes, Operational Inquiry, Personal Care, Learning Tasks, Vocational Adjustment.

III. ADMINISTRATION

EVALUATION METHOD:

☐ Observation ☐ Interview ☒ Test ☐ Other_____

MANNER OF ADMINISTRATION:

☒ Individual ☐ Group

ESTIMATED ADMINISTRATION TIME:

III. ADMINISTRATION (continued)

ADMINISTRATOR:

[ ] Parent [ ] Teacher [X] Diagnostician

SCORING:

[ ] Easy [X] Moderate [ ] Difficult [ ] Unscored

ADDITIONAL EQUIPMENT NEEDED: Household & classroom items

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: Profile

STANDARDIZATION SAMPLE:

REFERENCE:

[ ] Criterion [X] Norm

RELIABILITY:

V. COMMENTS

Covers areas necessary for assessment of severely and profoundly retarded students. Each subtest contains enough appropriate items to provide a useful profile. Scoring is easy and relevant. Developmental framework is used but adapts to unique needs of this group.

The Callier - Azuza Scale: Assessment of Deaf-Blind Children

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

PUBLICATION DATE: 1975

COST:

LOCATION OF MATERIAL:

LRC - South....Vertical File
SPE 016 2C

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: Deaf/Blind

TEST PURPOSE:

☐ Screening ☒ Diagnosis ☐ Programming

STATED EMPHASIS: A scale of normal development designed to aid in assessment of deaf/blind children

LEVELS: One NUMBER OF FORMS: One

SUBAREAS:

Motor Development, Perceptual Development, Daily Living Skills, Language Development, and Socialization.

III. ADMINISTRATION

EVALUATION METHOD:

☒ Observation ☐ Interview ☐ Test ☐ Other_____

MANNER OF ADMINISTRATION:

☒ Individual ☐ Group

ESTIMATED ADMINISTRATION TIME: Untimed, observe child for two weeks before scale is completed.

III. ADMINISTRATION (continued)

ADMINISTRATOR:

[X] Parent [X] Teacher [X] Diagnostician

SCORING:

[X] Easy [ ] Moderate [ ] Difficult [ ] Unscored

ADDITIONAL EQUIPMENT NEEDED:

Classroom Equipment

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS:

STANDARDIZATION SAMPLE:

REFERENCE:

[X] Criterion [ ] Norm

RELIABILITY:

V. COMMENTS The detailed descriptions of the behaviors being sought increases the likelihood of reliable observations. Takes two weeks of daily observations to complete.

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR:

Scholastic Testing Service, Inc.
Bensenville, Illinois 60106

PUBLICATION DATE: 1975

COST:

LOCATION OF MATERIAL:

LRC - South

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: Preschoolers - Ages 2 1/2 - 5 1/2

TEST PURPOSE:

[X] Screening [ ] Diagnosis [ ] Programming

STATED EMPHASIS: Early Development

LEVELS: NUMBER OF FORMS: One

SUBAREAS:

Cognitive-Verbal, Fine Motor, Gross Motor, Speech & Expressive Language, Hearing and Vision, Socio-Affective Behavior, Medical History.

III. ADMINISTRATION

EVALUATION METHOD:

[X] Observation [X] Interview [X] Test [ ] Other_____

MANNER OF ADMINISTRATION:

[X] Individual [ ] Group

ESTIMATED ADMINISTRATION TIME: Tasks Untimed

III. ADMINISTRATION (continued)

ADMINISTRATOR:

☐ Parent ☒ Teacher ☐ Diagnostician

SCORING:

☒ Easy ☐ Moderate ☐ Difficult ☐ Unscored

ADDITIONAL EQUIPMENT NEEDED:

Classroom materials

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: Results lead to one of three conclusions: pass, rescreen or evaluate further.

STANDARDIZATION SAMPLE: 712 children. Further information not available.

REFERENCE:

☒ Criterion ☐ Norm

RELIABILITY:

V. COMMENTS Could provide preliminary information on severely and profoundly retarded including older students who have verbal skills and are not physically handicapped. Further assessment of skills would be needed for programming. The instrument is very dependent on observational skills of examiner.

Curriculum Guide: Severely and Profoundly Handicapped

North Jersey Training School, Totowa, New Jersey

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: Educational Improvement Center - Northwest
202 Johnson Road, Building 3
Morris Plains, New Jersey 07950

PUBLICATION DATE: 1979

COST: $1.00 per manual

LOCATION OF MATERIAL: EIC - Northwest

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: Severely and Profoundly Retarded

TEST PURPOSE:

☐ Screening ☐ Diagnosis ☒ Programming

STATED EMPHASIS: Developmental Skills

LEVELS: None NUMBER OF FORMS: One

SUBAREAS:

Receptive Language, Expressive Language, Feeding, Gross and Fine Motor, Social Behavior, Toileting

III. ADMINISTRATION

EVALUATION METHOD:

☒ Observation ☐ Interview ☒ Test ☐ Other_____

MANNER OF ADMINISTRATION:

☒ Individual ☐ Group

ESTIMATED ADMINISTRATION TIME: Tasks untimed

III. ADMINISTRATION (continued)

ADMINISTRATOR:

☐ Parent ☒ Teacher ☒ Diagnostician

SCORING:

☒ Easy ☐ Moderate ☐ Difficult ☐ Unscored

ADDITIONAL EQUIPMENT NEEDED:

Varies with each subtest

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: Narrative

STANDARDIZATION SAMPLE: Not available

REFERENCE:

☒ Criterion ☐ Norm

RELIABILITY: Not available

V. COMMENTS

Very complete. Covers areas most relevant to severely and profoundly handicapped. Drawback: lengthy, difficult to summarize such a large number of items.

DASI Developmental Activities Screening Inventory

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: Teaching Resources
100 Boylston St.
Boston, Mass. 02116

PUBLICATION DATE: 1977

COST:

LOCATION OF MATERIAL: LRC - South

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: Children functioning between 6 - 60 months

TEST PURPOSE:

[X] Screening [ ] Diagnosis [ ] Programming

STATED EMPHASIS: Fine motor coordination, cause-effect and means-end relationships, association, number concepts, size, discrimination, seriation.

LEVELS: Nine
from 6 - 60 mos.

SUBAREAS: None. Entire test is 55 items.

NUMBER OF FORMS: One

III. ADMINISTRATION

EVALUATION METHOD:

[ ] Observation [ ] Interview [X] Test [ ] Other_____

MANNER OF ADMINISTRATION:

[X] Individual [ ] Group

ESTIMATED ADMINISTRATION TIME: Approximately 30 minutes, untimed.

III. ADMINISTRATION (continued)

ADMINISTRATOR:

[ ] Parent [X] Teacher [ ] Diagnostician

SCORING:

[X] Easy [ ] Moderate [ ] Difficult [ ] Unscored

ADDITIONAL EQUIPMENT NEEDED:

Cups, balls, toys

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: Profile keyed directly to instructional suggestions

STANDARDIZATION SAMPLE: 200 multiply-handicapped children, ages 7 - 74 months

REFERENCE:

[X] Criterion [ ] Norm

RELIABILITY:

V. COMMENTS Correlation of .91 with Cattell and Merrill-Palmer. Assessment items directly keyed to remedial instruction suggestions. Accommodates multiply handicapped (visually and auditorily impaired). Relevant and appropriate for s/p handicapped. 55 easily scored items. Limited in scope to motor, coordination and some cognitive skills. Need to assess other areas such as self-help and gross motor with other techniques.

Deaf-Blind Program and Ability Screening Test

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: Mississippi Deaf-Blind Evaluation Center
Ellisville State School
Ellisville, Mississippi 39437

PUBLICATION DATE: 1972

COST:

LOCATION OF MATERIAL: LRC - South.....Vertical File
IDS-006-5a
Deaf/Blind Screening

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: Multiply handicapped children and adults with visual and/or auditory impairments.

TEST PURPOSE:

[X] Screening [ ] Diagnosis [ ] Programming

STATED EMPHASIS: Developmental Areas

LEVELS: Three - profoundly disabled, basic developmental and daily living

NUMBER OF FORMS: One

SUBAREAS:

Gross Motor Skills, Fine Motor Skills, Self-Help Skills, Vision, Hearing, Communication and Socialization, Tactile Responsiveness.

III. ADMINISTRATION

EVALUATION METHOD:

[X] Observation [X] Interview [X] Test [ ] Other_____

MANNER OF ADMINISTRATION:

[X] Individual [ ] Group

ESTIMATED ADMINISTRATION TIME: Tasks Untimed. Total Administration Time: 10 minutes

III. ADMINISTRATION (continued)

ADMINISTRATOR:

[ ] Parent [X] Teacher [ ] Diagnostician

SCORING:

[X] Easy [ ] Moderate [ ] Difficult [ ] Unscored

ADDITIONAL EQUIPMENT NEEDED:

Household and classroom materials

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: Ability Score, Program Priority Score, Extrapolated Program Level

STANDARDIZATION SAMPLE: Not available

REFERENCE:

[X] Criterion [ ] Norm

RELIABILITY:

V. COMMENTS Easily administered and scored. Includes items that measure most basic responses e.g., to light, to touch. Final score is weighed according to additional handicapping and program variables such as age, behavior problems and mental retardation. Although items are sufficient in number for screening, there may be too few for programming.

Denver Developmental Screening Test

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: University of Colorado Medical Center
4200 E. Ninth Avenue
Box 2741
Denver, Colorado 80220

PUBLICATION DATE: 1967

COST: $12.38

LOCATION OF MATERIAL: LRC - Central.....Oversized Test Drawer #1
A 9 INT/I-14-01

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: Infants and preschool children ages 2 weeks to 6.4 years

TEST PURPOSE:

[X] Screening [ ] Diagnosis [ ] Programming

STATED EMPHASIS:

LEVELS: NUMBER OF FORMS: One

SUBAREAS:

Personal, Social, Fine Motor, Adaptive, Language, Gross Motor, Self Care, Cognitive

III. ADMINISTRATION

EVALUATION METHOD:

[ ] Observation [ ] Interview [X] Test [ ] Other_____

MANNER OF ADMINISTRATION:

[X] Individual [ ] Group

ESTIMATED ADMINISTRATION TIME: Untimed

III. ADMINISTRATION (continued)

ADMINISTRATOR:

[X] Parent [X] Teacher [X] Diagnostician

SCORING:

[ ] Easy [X] Moderate [ ] Difficult [ ] Unscored

ADDITIONAL EQUIPMENT NEEDED:

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: Chart of skills by age, percentile comparisons

STANDARDIZATION SAMPLE: 1,036 normal children from 2 weeks to 6.4 years in Denver, Colorado

REFERENCE:

[ ] Criterion [X] Norm

RELIABILITY: Interrater reliability .90

V. COMMENTS Only useful up to three years, especially because many of the motor response items are beyond the ability of severely retarded children.

Developmental Profiles

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: Sewall Early Education Developmental Program
Sewall Rehabilitation Center
1360 Vine Street
Denver, Colorado 80206

PUBLICATION DATE: 1976

COST:

LOCATION OF MATERIAL: LRC - Northwest.....Vertical File 2510
LRC - Central

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: Handicapped, ages 4 weeks to 4 years

TEST PURPOSE:

☐ Screening ☐ Diagnosis ☒ Programming

STATED EMPHASIS: Developmental Skills

LEVELS: 22 NUMBER OF FORMS:

SUBAREAS:

Social/Emotional, Gross Motor, Fine Motor, Adaptive Reasoning, Speech and Language, Feeding, Dressing and Simple Hygiene.

III. ADMINISTRATION

EVALUATION METHOD:

☐ Observation ☐ Interview ☒ Test ☐ Other_____

MANNER OF ADMINISTRATION:

☒ Individual ☐ Group

ESTIMATED ADMINISTRATION TIME: Untimed Tasks

III. ADMINISTRATION (continued)

ADMINISTRATOR:

[ ] Parent [ ] Teacher [X] Diagnostician

SCORING:

[ ] Easy [X] Moderate [ ] Difficult [ ] Unscored

ADDITIONAL EQUIPMENT NEEDED:

Classroom and household items

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: Graph and narrative

STANDARDIZATION SAMPLE:

REFERENCE:

[X] Criterion [ ] Norm

RELIABILITY:

V. COMMENTS Begins at very low developmental level. Excellent introduction to each subtest. Clear graphic depiction of strong/weak areas. Very comprehensive.

The scoring and graphing is time consuming. Relies heavily on normal development.

Developmental Programming for Infants and Young Children

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: University of Michigan Press
Ann Arbor, Michigan

PUBLICATION DATE: 1977

COST:

LOCATION OF MATERIAL: LRC - Central

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: Infants & Preschoolers 0 - 36 months

TEST PURPOSE:

☐ Screening ☐ Diagnosis ☒ Programming

STATED EMPHASIS: Early Developmental Skills

LEVELS: NUMBER OF FORMS: One

SUBAREAS:

Cognition, Motor, Social, Self-Care and/or Language Skills.

III. ADMINISTRATION

EVALUATION METHOD:

☐ Observation ☐ Interview ☒ Test ☐ Other_____

MANNER OF ADMINISTRATION:

☒ Individual ☐ Group

ESTIMATED ADMINISTRATION TIME: Less than one hour

III. ADMINISTRATION (continued)

ADMINISTRATOR:

[ ] Parent [ ] Teacher [X] Diagnostician

SCORING:

[X] Easy [ ] Moderate [ ] Difficult [ ] Unscored

ADDITIONAL EQUIPMENT NEEDED: Classroom

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: Profile

STANDARDIZATION SAMPLE:

REFERENCE:

[ ] Criterion [X] Norm

RELIABILITY: 80 - 97% Interrater reliability

V. COMMENTS

Assessment referenced to excellent, individualized programming suggestions. Useful for severely/profoundly handicapped.

Gesell Developmental Schedules

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: Psychological Corporation
304 East 45 Street
New York, NY 10017

PUBLICATION DATE: 1949

COST:

LOCATION OF MATERIAL: LRC - Central.....A3 REAR 14-01
LRC - South

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: infants & preschoolers (4 weeks through 5 years)

TEST PURPOSE:

☐ Screening ☒ Diagnosis ☐ Programming

STATED EMPHASIS: Developmental Skills

LEVELS: NUMBER OF FORMS:

SUBAREAS:

Postural Behavior, Prehensory Behaviors, Perceptive Behavior, Adaptive Behavior, and Language - Social Behavior.

III. ADMINISTRATION

EVALUATION METHOD:

☒ Observation ☒ Interview ☒ Test ☐ Other_____

MANNER OF ADMINISTRATION:

☒ Individual ☐ Group

ESTIMATED ADMINISTRATION TIME:

III. ADMINISTRATION (continued)

ADMINISTRATOR:

☐ Parent ☐ Teacher ☒ Diagnostician

SCORING:

☐ Easy ☒ Moderate ☐ Difficult ☐ Unscored

ADDITIONAL EQUIPMENT NEEDED: Classroom materials, physical therapy equipment

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: Interview Sheet, Observation Record and Analytic Scoring Sheet

STANDARDIZATION SAMPLE:

REFERENCE:

☐ Criterion ☒ Norm

RELIABILITY:

V. COMMENTS

Useful for descriptive records, psychometric and statistical studies and for clinical diagnosis of developmental deviations.

Goldman Fristoe Test of Articulation

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

PUBLICATION DATE: 1969

COST: $24.00 per kit

LOCATION OF MATERIAL: LRC - Central

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: All handicapped populations

TEST PURPOSE:

[X] Screening [ ] Diagnosis [ ] Programming

STATED EMPHASIS: To identify errors in articulation

LEVELS: One NUMBER OF FORMS: One

SUBAREAS:

Sounds in words, sounds in sentences and
response to stimulation

III. ADMINISTRATION

EVALUATION METHOD:

[ ] Observation [ ] Interview [X] Test [ ] Other _____

MANNER OF ADMINISTRATION:

[X] Individual [ ] Group

ESTIMATED ADMINISTRATION TIME: 10 - 15 minutes

III. ADMINISTRATION (continued)

ADMINISTRATOR:

☐ Parent ☐ Teacher ☒ Diagnostician

SCORING:

☐ Easy ☒ Moderate ☐ Difficult ☐ Unscored

ADDITIONAL EQUIPMENT NEEDED:

None

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: Percentile ranks, age norms

STANDARDIZATION SAMPLE: 38,884 children age 6 to 16+

REFERENCE:

☐ Criterion ☒ Norm

RELIABILITY: Interrater reliability was 92.
Test - retest -- median 94%.

V. COMMENTS Must be able to use phonetics to record results. Pictures are big, colorful and present easy concepts. However, only items in the first subtest may be applicable to severely/profoundly handicapped.

Guide to Early Developmental Training, Wabash Center

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: Allyn and Bacon, Inc.
470 Atlantic Ave.
Boston, MA 02210

PUBLICATION DATE: 1977

COST: $19.95

LOCATION OF MATERIAL: LRC - Northwest
LRC - Central....PB-14-WAB-516-01 or 371.92

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: Infancy to school age mentally retarded students

TEST PURPOSE:

☐ Screening ☐ Diagnosis ☒ Programming

STATED EMPHASIS: Motor, Cognitive, Self-Care, Language

LEVELS: NUMBER OF FORMS: One

SUBAREAS: 19
Balance and Posture, Perceptual Motor, Locomotion, Body Image, Free Play, Visual Pursuit, Achieve Environmental Ends, Causality, Objects in Space, Imitation, Nonverbal Responses, Language Production, Gestures and Responses, Complex Language Concepts, Toilet Training, Eating Skills, Dressing Skills, Grooming and Hygiene, Number Concepts and Skills.

III. ADMINISTRATION

EVALUATION METHOD:

☐ Observation ☐ Interview ☒ Test ☐ Other_____

MANNER OF ADMINISTRATION:

☒ Individual ☐ Group

ESTIMATED ADMINISTRATION TIME: Tasks untimed

III. ADMINISTRATION (continued)

ADMINISTRATOR:

[ ] Parent [x] Teacher [ ] Diagnostician

SCORING:

[x] Easy [ ] Moderate [ ] Difficult [ ] Unscored

ADDITIONAL EQUIPMENT NEEDED:

Varies with each subtest

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: Checklist

STANDARDIZATION SAMPLE:

REFERENCE:

[x] Criterion [ ] Norm

RELIABILITY:

V. COMMENTS Good overall tool that will provide a great deal of information about the severely retarded who do not manifest physical problems.

Individualized Educational Plan for Handicapped Children,

Preschool Trainable Mentally Handicapped

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: Office of Programs for the Handicapped
South Carolina Department of Education
Columbia, South Carolina 29201

PUBLICATION DATE: 1974

COST:

LOCATION OF MATERIAL: LRC - Northwest.....Vertical File 2529

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: Preschool trainable
Mentally handicapped

TEST PURPOSE:

☐ Screening ☐ Diagnosis ☒ Programming

STATED EMPHASIS: Developmental Skills

LEVELS: NUMBER OF FORMS: One

SUBAREAS:

Eating, Dressing, Toileting, Grooming, Social, Language, Writing, Counting, Colors, Manual, Safety, Health

III. ADMINISTRATION

EVALUATION METHOD:

☐ Observation ☐ Interview ☒ Test ☐ Other_____

MANNER OF ADMINISTRATION:

☒ Individual ☐ Group

ESTIMATED ADMINISTRATION TIME: Tasks untimed

III. ADMINISTRATION (continued)

ADMINISTRATOR:

☐ Parent ☒ Teacher ☐ Diagnostician

SCORING:

☒ Easy ☐ Moderate ☐ Difficult ☐ Unscored

ADDITIONAL EQUIPMENT NEEDED:

Household and classroom materials.

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: Checklist

STANDARDIZATION SAMPLE:

REFERENCE:

☒ Criterion ☐ Norm

RELIABILITY:

V. COMMENTS Brief overall assessment of major milestones in developmental areas. Some areas such as language (Receptive/Expressive Communication) are not divided into subcategories needed to assess the functioning of severely handicapped children. Large developmental jumps in items. Also, items are not low enough for profoundly retarded, multiply handicapped and severely sensory impaired students. May be useful for older severely retarded students. A valuable feature is that each assessment item is referenced to commercial programming materials.

Inventory for Infants - Home Observation for Measurement of the Environment

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: Center for Early Development and Education
814 Sherman
Little Rock, Arkansas 72202

PUBLICATION DATE:

COST:

LOCATION OF MATERIAL: LRC - Central.....Vertical File:
Assessments

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: Birth - 3 years

TEST PURPOSE:

[X] Screening [ ] Diagnosis [ ] Programming

STATED EMPHASIS: Quantity and quality of social, emotional and cognitive support within the home.

LEVELS: NUMBER OF FORMS: One

SUBAREAS:

Emotional and Verbal Responsivity of Mother, Avoidance of Restriction and Punishment, Organization of Environment, Provision of Appropriate Play Materials, Maternal Involvement with the Child, Opportunities for Variety in Daily Routine.

III. ADMINISTRATION

EVALUATION METHOD:

[X] Observation [X] Interview [ ] Test [ ] Other_____

MANNER OF ADMINISTRATION:

[X] Individual [ ] Group

ESTIMATED ADMINISTRATION TIME:

III. ADMINISTRATION (continued)

ADMINISTRATOR:

[ ] Parent [ ] Teacher [x] Diagnostician

SCORING:

[x] Easy [ ] Moderate [ ] Difficult [ ] Unscored

ADDITIONAL EQUIPMENT NEEDED:

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: Raw score and stanine

STANDARDIZATION SAMPLE:

REFERENCE:

[ ] Criterion [X] Norm

RELIABILITY:

V. COMMENTS Through observation and interview, a great deal of information can be obtained of how the child is responding to his environment. Social workers may find this inventory particularly useful.

Iowa Test of Preschool Development

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: Go Mo Industries, Inc.
1906 Main St.
Cedar Falls, Iowa 50613

PUBLICATION DATE: 1975

COST:

LOCATION OF MATERIAL: LRC - Northeast
LRC - Central

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: Preschool children

TEST PURPOSE:

☐ Screening ☒ Diagnosis ☒ Programming

STATED EMPHASIS:

LEVELS: Two: 2-3 1/2 years; 3 1/2-5 years NUMBER OF FORMS: One per level

SUBAREAS:

Language, Visual Motor, Memory, Concepts

III. ADMINISTRATION

EVALUATION METHOD:

☐ Observation ☐ Interview ☒ Test ☐ Other_____

MANNER OF ADMINISTRATION:

☒ Individual ☐ Group

ESTIMATED ADMINISTRATION TIME: Two sessions, 35 to 45 minutes each, untimed

III. ADMINISTRATION (continued)

ADMINISTRATOR:

[ ] Parent [ ] Teacher [X] Diagnostician

SCORING:

[ ] Easy [ ] Moderate [X] Difficult [ ] Unscored

ADDITIONAL EQUIPMENT NEEDED:

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: Preschool Attainment Index
Subtest Achievement Index
Skill Area Achievement Index

STANDARDIZATION SAMPLE: 775 2to5-year-old children at three month age intervals.

REFERENCE:

[ ] Criterion [X] Norm

RELIABILITY:

V. COMMENTS As the test was designed to identify children who are likely to experience learning problems, it will be useful with a limited number of severely retarded children.

Koontz Child Developmental Program Training Activities for the First 48 Months

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, California 90025

PUBLICATION DATE: 1974

COST:

LOCATION OF MATERIAL: LRC - Central.....Special Education Vertical File
Drawer I

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: Infants to Preschoolers
ages 1 - 48 months

TEST PURPOSE:

☐ Screening ☐ Diagnosis ☒ Programming

STATED EMPHASIS: Developmental Skills

LEVELS: NUMBER OF FORMS: One

SUBAREAS:

Gross Motor, Fine Motor, Social, Language Receptive and Language Expressive

III. ADMINISTRATION

EVALUATION METHOD:

☒ Observation ☐ Interview ☐ Test ☐ Other_____

MANNER OF ADMINISTRATION:

☒ Individual ☐ Group

ESTIMATED ADMINISTRATION TIME: One week of observation for assessment phase

III. ADMINISTRATION (continued)

ADMINISTRATOR:

☐ Parent ☐ Teacher ☒ Diagnostician

SCORING:

☒ Easy ☐ Moderate ☐ Difficult ☐ Unscored

ADDITIONAL EQUIPMENT NEEDED: Household and classroom materials

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: Record Card
Assessment yields a Functional Ratio Score (FR)

STANDARDIZATION SAMPLE:

REFERENCE:

☐ Criterion ☒ Norm

RELIABILITY: .73 - .95 test - retest

V. COMMENTS

The program was validated on a small sample of severely and moderately retarded children. Week long assessment provides reliable information. All items are based on performance that can be observed, described and are of a developmental nature. Assessment information directly translated into programming.

Learning Accomplishment Profile (LAP)

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: Kaplan School Supply Corporation
600 Jonestown Rd.
Winston-Salem, NC 27103

PUBLICATION DATE:

COST: $5.00 per manual

LOCATION OF MATERIAL:

LRC - Central.....PB 17-CHA-378-01
LRC - Northeast.....PRO-74B-2-02

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: Handicapped, 1 - 72 months

TEST PURPOSE:

[X] Screening [ ] Diagnosis [ ] Programming

STATED EMPHASIS: Developmental Skills

LEVELS: NUMBER OF FORMS: One

SUBAREAS:

Gross Motor, Fine Motor, Social Skills, Self Help, Cognition and Language

III. ADMINISTRATION

EVALUATION METHOD:

[ ] Observation [ ] Interview [X] Test [ ] Other_____

MANNER OF ADMINISTRATION:

[X] Individual [ ] Group

ESTIMATED ADMINISTRATION TIME: Untimed

III. ADMINISTRATION (continued)

ADMINISTRATOR:

[ ] Parent [X] Teacher [X] Diagnostician

SCORING:

[X] Easy [ ] Moderate [ ] Difficult [ ] Unscored

ADDITIONAL EQUIPMENT NEEDED: Eating and grooming aids, clothing items, classroom items.

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: Developmental Age

STANDARDIZATION SAMPLE:

REFERENCE:

[ ] Criterion [X] Norm

RELIABILITY:

V. COMMENTS

Beginning with items at one month of age, this profile can be used successfully with very low functioning students. Includes space to record eventual date of achievement for each skill. Number of items and scoring are easily managed. With emphasis on normal development, may be difficult to interpret with medically fragile, severely involved or multiply sensorily impaired.

Marshalltown Project Behavioral Developmental Profile

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: Department of Special Education
Area Education Agency 6
9 Westwood Drive
Marshalltown, Iowa 50158

PUBLICATION DATE:

COST: $5.00 (manual)

LOCATION OF MATERIAL: LRC - Northwest.....P 372.21 MARS
LRC - Central.....PB 17-IOW-396-01

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: Handicapped and culturally deprived ages 0 - 6

TEST PURPOSE:

☐ Screening ☐ Diagnosis ☒ Programming

STATED EMPHASIS: To monitor growth and provide an organized approach to skill acquisition.

LEVELS: 21 levels from 0-6 years NUMBER OF FORMS: One

SUBAREAS:

Communication, Motor, Social

III. ADMINISTRATION

EVALUATION METHOD:

☐ Observation ☐ Interview ☒ Test ☐ Other_____

MANNER OF ADMINISTRATION:

☒ Individual ☐ Group

ESTIMATED ADMINISTRATION TIME: Tasks untimed

III. ADMINISTRATION (continued)

ADMINISTRATOR:

[X] Parent [X] Teacher [X] Diagnostician

SCORING:

[X] Easy [ ] Moderate [ ] Difficult [ ] Unscored

ADDITIONAL EQUIPMENT NEEDED: Personal, household and classroom items.

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: Charts and narrative

STANDARDIZATION SAMPLE:

REFERENCE:

[X] Criterion [X] Norm

RELIABILITY:

V. COMMENTS

Concise, easily scored, shorter than many other scales, may not be comprehensive enough for multiply-handicapped children.

Minnesota PreSchool Scale

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: American Guidance Service, Inc.
Publishers Building
Circle Pines, Minnesota 55015

PUBLICATION DATE: 1938

COST:

LOCATION OF MATERIAL: LRC - Northwest.....209-002

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: Preschool children

TEST PURPOSE:

[X] Screening [ ] Diagnosis [ ] Programming

STATED EMPHASIS: Mental ability

LEVELS: One NUMBER OF FORMS: Two

SUBAREAS:

26 subtests including Response to Pictures, Comprehension, Vocabulary, Opposites, Speech, Language, Cognition, Child's Behavior During Testing, Child's and Parents' Case Histories, Medical History and Physical Condition.

III. ADMINISTRATION

EVALUATION METHOD:

[X] Observation [X] Interview [X] Test [ ] Other_____

MANNER OF ADMINISTRATION:

[X] Individual [ ] Group

ESTIMATED ADMINISTRATION TIME:

III. ADMINISTRATION (continued)

ADMINISTRATOR:

[ ] Parent [ ] Teacher [X] Diagnostician

SCORING:

[ ] Easy [X] Moderate [ ] Difficult [ ] Unscored

ADDITIONAL EQUIPMENT NEEDED:

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: Verbal, Nonverbal, Total Scores
C-Score, Percentile, IQ Equivalent

STANDARDIZATION SAMPLE: 900 children 18 months to 6 years of age representing a demographic cross section

REFERENCE:

[ ] Criterion [X] Norm

RELIABILITY: .90 for total score

V. COMMENTS Subtests expecially useful for severely retarded include Body Parts, Pointing Out Objects in Pictures, Naming Familiar Objects, Obeying Simple Commands, Picture Puzzles.

Peabody Picture Vocabulary Test

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: American Guidance Service
Publishers Building
Circle Pines, Minnesota 55014

PUBLICATION DATE: 1959

COST: $15.00

LOCATION OF MATERIAL: LRC - Central

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: CA 2-5 to 18-0

TEST PURPOSE:

[X] Screening [ ] Diagnosis [ ] Programming

STATED EMPHASIS: An estimate of verbal intelligence.

LEVELS: One NUMBER OF FORMS: Two

SUBAREAS:

III. ADMINISTRATION

EVALUATION METHOD:

[ ] Observation [ ] Interview [X] Test [ ] Other_____

MANNER OF ADMINISTRATION:

[X] Individual [ ] Group

ESTIMATED ADMINISTRATION TIME: 15 minutes

III. ADMINISTRATION (continued)

ADMINISTRATOR:

[ ] Parent [ ] Teacher [X] Diagnostician

SCORING:

[X] Easy [ ] Moderate [ ] Difficult [ ] Unscored

ADDITIONAL EQUIPMENT NEEDED: None

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: Intelligence Quotient
Percentile
Mental Age

STANDARDIZATION SAMPLE:

4012 white residents in Nashville, Tennessee area

REFERENCE:

[ ] Criterion [X] Norm

RELIABILITY:

V. COMMENTS

A picture vocabulary task useful for screening receptive language abilities. Many words and drawings are outdated.

Portage Guide to Early Education

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: Portage Project
Cooperative Educational Service Agency 12
P.O. Box 564
Portage, Wisconsin 53901

PUBLICATION DATE: 1976

COST: $32.00 per kit

LOCATION OF MATERIAL: LRC - Northwest
LRC - Central

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: Infants and preschoolers, birth - 5 years of age

TEST PURPOSE:

☐ Screening ☐ Diagnosis ☒ Programming

STATED EMPHASIS: Home training of handicapped preschoolers, parent training, precision teaching

LEVELS: NUMBER OF FORMS:

SUBAREAS:

Cognition, Self-Help, Motor, Language, Socialization, Infant Stimulation

III. ADMINISTRATION

EVALUATION METHOD:

☒ Observation ☐ Interview ☐ Test ☐ Other_____

MANNER OF ADMINISTRATION:

☒ Individual ☐ Group

ESTIMATED ADMINISTRATION TIME:

III. ADMINISTRATION (continued)

ADMINISTRATOR:

☐ Parent ☒ Teacher ☐ Diagnostician

SCORING:

☒ Easy ☐ Moderate ☐ Difficult ☐ Unscored

ADDITIONAL EQUIPMENT NEEDED:

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: List of achieved behaviors

STANDARDIZATION SAMPLE:

REFERENCE:

☒ Criterion ☐ Norm

RELIABILITY:

V. COMMENTS Good fundamental activities, clearly written in behavioral terms. Focus on infant stimulation especially useful with the severely retarded. Activities are developmental rather than functional and, therefore, are most appropriate for severely retarded students below preadolescent ages.

Preschool Attainment Record

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: American Guidance Service, Inc.
Publisher's Building
Circle Pines
Minnesota 55014

PUBLICATION DATE: 1966

COST:

LOCATION OF MATERIAL: LRC - Central.....A3INT/I-14-01

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: Preschool children with or without handicaps, 0 to 7 years of age

TEST PURPOSE:

[X] Screening [ ] Diagnosis [ ] Programming

STATED EMPHASIS: Scale of intelligence and overall development

LEVELS: NUMBER OF FORMS: One

SUBAREAS:

Ambulation, Manipulation, Rapport, Communication, Responsibility, Information, Ideation, and Creativity

III. ADMINISTRATION

EVALUATION METHOD:

[X] Observation [X] Interview [ ] Test [ ] Other_____

MANNER OF ADMINISTRATION:

[X] Individual [ ] Group

ESTIMATED ADMINISTRATION TIME: 30 minutes

III. ADMINISTRATION (continued)

ADMINISTRATOR:

[X] Parent [X] Teacher [ ] Diagnostician

SCORING:

[X] Easy [ ] Moderate [ ] Difficult [ ] Unscored

ADDITIONAL EQUIPMENT NEEDED: Classroom materials

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: Raw scores and age equivalents

STANDARDIZATION SAMPLE:

REFERENCE:

[ ] Criterion [X] Norm

RELIABILITY:

V. COMMENTS

Similar to the Vineland Social Maturity Scale. Can be scored either by interview or observations. Directions appear for each test item in back of the manual. It can only provide an overview of the child's functioning, as only one item is assessed under each domain in each age level.

A Prescriptive Behavioral Checklist for the Severely and Profoundly Retarded

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: University Park Press
Baltimore, Maryland 21202

PUBLICATION DATE: 1977

COST: $14.95

LOCATION OF MATERIAL: LRC - Northwest.....P 362.78
LRC - Central.....PB-14-POP-521-01

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: Severely and profoundly mentally retarded

TEST PURPOSE:

☐ Screening ☒ Diagnosis ☒ Programming

STATED EMPHASIS: Motor and Language

LEVELS: 0 - 3 years NUMBER OF FORMS: One

SUBAREAS:

Motor Development (head and trunk control, sitting, hand-knee positions), Eye-hand Coordination, Language, Concept Formation, Physical Eating Problems.

III. ADMINISTRATION

EVALUATION METHOD:

☐ Observation ☐ Interview ☒ Test ☐ Other_____

MANNER OF ADMINISTRATION:

☒ Individual ☐ Group

ESTIMATED ADMINISTRATION TIME: Untimed Tasks. Administration Time: author recommends testing only one area each day.

III. ADMINISTRATION (continued)

ADMINISTRATOR:

☐ Parent ☒ Teacher ☐ Diagnostician

SCORING:

☒ Easy ☐ Moderate ☐ Difficult ☐ Unscored

ADDITIONAL EQUIPMENT NEEDED:

Classroom and/or household materials

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: Behavioral checklist

STANDARDIZATION SAMPLE:

REFERENCE:

☒ Criterion ☐ Norm

RELIABILITY:

V. COMMENTS This material is very useful for evaluating language and motor abilities. Each area is assessed by a comprehensive hierarchy of objectives. Each objective on the checklist also has a related task analysis for direct programming application.

Project Active - Developmental and Adapted Physical Education

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: Township of Ocean School District
Dow Avenue
Oakhurst, New Jersey 07755

PUBLICATION DATE: 1976

COST: $3.00

LOCATION OF MATERIAL: LRC - Central
LRC - Northeast

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: Handicapped, pre-K to 12

TEST PURPOSE:

☐ Screening ☒ Diagnosis ☒ Programming

STATED EMPHASIS: Individualized, personalized physical education program for the handicapped

LEVELS: NUMBER OF FORMS:

SUBAREAS:

Motor Ability, Physical Fitness, Perceptual Motor Posture, Weight Control, Breathing Problems, Motor Disabilities/ Limitations

III. ADMINISTRATION

EVALUATION METHOD:

☒ Observation ☐ Interview ☒ Test ☐ Other_____

MANNER OF ADMINISTRATION:

☒ Individual ☐ Group

ESTIMATED ADMINISTRATION TIME:

III. ADMINISTRATION (continued)

ADMINISTRATOR:

[ ] Parent [X] Teacher [ ] Diagnostician

SCORING:

[X] Easy to [X] Moderate [ ] Difficult [ ] Unscored

ADDITIONAL EQUIPMENT NEEDED:

Physical therapy and classroom equipment

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: Raw scores on a checklist is available for each subarea

STANDARDIZATION SAMPLE:

REFERENCE:

[X] Criterion [X] Norm

RELIABILITY:

V. COMMENTS Very useful information can be obtained by using these materials which are directly applicable for programming.

Psychoeducational Evaluation of the Preschool Child

A Manual Utilizing the Hausserman Approach

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: Grune & Stratton, Inc.
111 Fifth Avenue
New York, NY 10003

PUBLICATION DATE: 1972

COST: $8.95 per manual

LOCATION OF MATERIAL: LRC - Northwest.....P371.264 PSYC

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: 3 - 6 year old children

TEST PURPOSE:

☐ Screening ☒ Diagnosis ☐ Programming

STATED EMPHASIS: Psychoeducational development of preschool child

LEVELS: NUMBER OF FORMS: One

SUBAREAS:

Physical Functioning and Sensory States, Perceptual Functioning, Short Term Retention, Language Competence and Cognitive Functioning.

III. ADMINISTRATION

EVALUATION METHOD:

☐ Observation ☐ Interview ☒ Test ☐ Other_____

MANNER OF ADMINISTRATION:

☒ Individual ☐ Group

ESTIMATED ADMINISTRATION TIME: Untimed

III. ADMINISTRATION (continued)

ADMINISTRATOR:

☐ Parent ☒ Teacher ☐ Diagnostician

SCORING:

☐ Easy ☒ Moderate ☐ Difficult ☐ Unscored

ADDITIONAL EQUIPMENT NEEDED:

Toys, flashlight, classroom materials, pennies, simple pictures

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: Narrative

STANDARDIZATION SAMPLE:

REFERENCE:

☐ Criterion ☐ Norm

RELIABILITY:

V. COMMENTS Provides alternative items when main item is not mastered. Assesses areas of difficulty and compensatory use of alternative stimuli. Heavy reliance on verbal language prohibits use with many S/P handicapped.

Riley Preschool Developmental Screening Inventory

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: Western Psychological Services
Publishers and Distributors
12031 Wilshire Blvd.
Los Angeles, California 90025

PUBLICATION DATE: 1969

COST:

LOCATION OF MATERIAL: LRC - Northwest

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: Preschool

TEST PURPOSE:

[X] Screening [ ] Diagnosis [ ] Programming

STATED EMPHASIS: Visual Motor Development

LEVELS: NUMBER OF FORMS: One

SUBAREAS:

Child asked to copy large geometric forms (O, +, □, △, ◇) and to draw a boy (girl)

III. ADMINISTRATION

EVALUATION METHOD:

[ ] Observation [ ] Interview [X] Test [ ] Other_____

MANNER OF ADMINISTRATION:

[X] Individual [ ] Group

ESTIMATED ADMINISTRATION TIME: Untimed task

III. ADMINISTRATION (continued)

ADMINISTRATOR:

[ ] Parent [ ] Teacher [X] Diagnostician

SCORING:

[X] Easy [ ] Moderate [ ] Difficult [ ] Unscored

ADDITIONAL EQUIPMENT NEEDED: Pointed black kindergarten crayon

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: Developmental age

STANDARDIZATION SAMPLE:

REFERENCE:

[ ] Criterion [X] Norm

RELIABILITY:

V. COMMENTS

Very brief. Useful for checking visual-motor skills of older severely and profoundly retarded pupils who do not have major motor handicaps.

Sequential Task Analysis Curriculum

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: Bureau of Day Training
New Jersey Division of Mental Retardation
Capital Place One - Third Floor
P.O. Box 1237
Trenton, NJ 08625

PUBLICATION DATE: 1976

COST:

LOCATION OF MATERIAL: LRC - South.....Vertical File
Special Curr. 011C

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: Severely, Profoundly, Mentally Retarded, ages 0 - 21

TEST PURPOSE:

☐ Screening ☐ Diagnosis ☒ Programming

STATED EMPHASIS: Developmental skills

LEVELS: 13 Levels from 0-3 months to over 5 years

NUMBER OF FORMS: One

SUBAREAS:

Gross Motor, Fine Motor, Self Help, Cognition, Reception, Expression, Socialization, Special Needs

III. ADMINISTRATION

EVALUATION METHOD:

☐ Observation ☐ Interview ☒ Test ☐ Other Structured Tasks

MANNER OF ADMINISTRATION:

☒ Individual ☐ Group

ESTIMATED ADMINISTRATION TIME: Tasks untimed

III. ADMINISTRATION (continued)

ADMINISTRATOR:

[ ] Parent [X] Teacher [X] Diagnostician

SCORING:

[ ] Easy [X] Moderate [ ] Difficult [ ] Unscored

ADDITIONAL EQUIPMENT NEEDED: Household and classroom materials

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: Profile graph

STANDARDIZATION SAMPLE:

REFERENCE:

[X] Criterion [ ] Norm

RELIABILITY:

V. COMMENTS

Each subtest assesses 45 behaviors crucial to functioning. Provides milestones and special needs. Provides space to assess the physical and behavioral aspect of a student's handicap which will influence performance. Profile Record Booklet somewhat difficult to read. Special Needs section requires input of appropriate therapists.

The Teaching Research Motor Development Scale for Moderately and Severely Retarded Children

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: Charles C. Thomas
Springfield, Illinois

PUBLICATION DATE: 1972

COST: $7.00

LOCATION OF MATERIAL: LRC - Northwest.....P 152.3

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: Preschool to high school

TEST PURPOSE:

☐ Screening ☐ Diagnosis ☒ Programming

STATED EMPHASIS: The measurement of motor proficiency

LEVELS: NUMBER OF FORMS: One

SUBAREAS:

III. ADMINISTRATION

EVALUATION METHOD:

☒ Observation ☐ Interview ☒ Test ☐ Other_____

MANNER OF ADMINISTRATION:

☒ Individual ☐ Group

ESTIMATED ADMINISTRATION TIME: Untimed, recommended administration technique suggests one or two sections daily

III. ADMINISTRATION (continued)

ADMINISTRATOR:

☐ Parent ☒ Teacher ☐ Diagnostician

SCORING:

☐ Easy ☒ Moderate ☐ Difficult ☐ Unscored

ADDITIONAL EQUIPMENT NEEDED:

Paper, pencil scissors, paper strips, jumping bar, 5 inch rubber ball, box and matchstick, broom handle, square rubber mats

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: Reports test trials

STANDARDIZATION SAMPLE: 500 moderately and severely handicapped preschool through high school youngsters

REFERENCE:

☒ Criterion ☐ Norm

RELIABILITY:

V. COMMENTS Developed as a lower extension of the Lincoln-Oseretsky Motor Development Scale. Does not accommodate children with serious physical involvement.

TMR Performance Profile for the Severely and Moderately Retarded

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: Educational Performance Associates
563 Westview Avenue
Ridgefield, NJ 07657

PUBLICATION DATE: 1970

COST:

LOCATION OF MATERIAL: LRC - Northwest

LRC - South.....Test File 6-10

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: Children and young adults

TEST PURPOSE:

☐ Screening ☐ Diagnosis ☒ Programming

STATED EMPHASIS:

LEVELS: NUMBER OF FORMS: One

SUBAREAS:

Social Behavior, Communication, Practical Skills(tools, family skills, vocational readiness), Self Care, Basic Knowledge (information, numbers, social studies), Body Usage (coordination, health habits, fitness, eye-hand coordination).

III. ADMINISTRATION

EVALUATION METHOD:

☒ Observation ☐ Interview ☐ Test ☐ Other_____

MANNER OF ADMINISTRATION:

☒ Individual ☐ Group

ESTIMATED ADMINISTRATION TIME: Untimed

III. ADMINISTRATION (continued)

ADMINISTRATOR:

[ ] Parent [x] Teacher [ ] Diagnostician

SCORING:

[x] Easy [ ] Moderate [ ] Difficult [ ] Unscored

ADDITIONAL EQUIPMENT NEEDED:

Tools, household items, classroom objects

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: Chart and habilitation level score

STANDARDIZATION SAMPLE:

REFERENCE:

[x] Criterion [ ] Norm

RELIABILITY:

V. COMMENTS Self care and practical skills areas particularly comprehensive. Observations easily scored. Many items more appropriate to trainable rather than severely/profoundly retarded individuals.

Verbal Language Development Scale

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: American Guidance Service, Inc.
Publishers Building
Circle Pines, Minnesota 55014

PUBLICATION DATE: 1971

COST:

LOCATION OF MATERIAL: LRC - Northeast

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: Severely physically handicapped or emotionally disturbed

TEST PURPOSE:

☐ Screening ☒ Diagnosis ☐ Programming

STATED EMPHASIS: Language

LEVELS: 9 levels covering 0-15 years NUMBER OF FORMS: One

SUBAREAS:

III. ADMINISTRATION

EVALUATION METHOD:

☐ Observation ☒ Interview ☐ Test ☐ Other_____

MANNER OF ADMINISTRATION:

☒ Individual ☐ Group

ESTIMATED ADMINISTRATION TIME: Tasks untimed

III. ADMINISTRATION (continued)

ADMINISTRATOR:

☐ Parent ☒ Teacher ☒ Diagnostician

SCORING:

☒ Easy ☐ Moderate ☐ Difficult ☐ Unscored

ADDITIONAL EQUIPMENT NEEDED:

Objects, pencils, pictures, coins

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: Total score converted to Language Age Equivalent

STANDARDIZATION SAMPLE: 237 children, ages 1 - 16

REFERENCE:

☐ Criterion ☒ Norm

RELIABILITY: Test-Retest
Alternative form

V. COMMENTS This instrument is an extension of the Communication section of the Vineland Social Maturity Scale. The first two levels (developmental ages 0-2) may be appropriate for severely handicapped students but very few items are given at each level. Though quick and easy to administer, it yields limited information.

Vineland Social Maturity Scale

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: American Guidance Service, Inc.
Publishers' Bldg.
Circle Pines, Minnesota 55014

PUBLICATION DATE: 1936

COST:

LOCATION OF MATERIAL: LRC - Northeast

LRC - South

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR: Birth through adulthood

TEST PURPOSE:

[X] Screening [ ] Diagnosis [ ] Programming

STATED EMPHASIS: The evaluation of social competence

LEVELS: One NUMBER OF FORMS: One

SUBAREAS:

Communication, Social Relations, Self-Help, Locomotion, Occupation, Self-Direction

III. ADMINISTRATION

EVALUATION METHOD:

[X] Observation [X] Interview [ ] Test [ ] Other_____

MANNER OF ADMINISTRATION:

[X] Individual [ ] Group

ESTIMATED ADMINISTRATION TIME: Untimed

III. ADMINISTRATION (continued)

ADMINISTRATOR:

☐ Parent ☒ Teacher ☒ Diagnostician

SCORING:

☒ Easy ☐ Moderate ☐ Difficult ☐ Unscored

ADDITIONAL EQUIPMENT NEEDED: None

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: Social Quotient

STANDARDIZATION SAMPLE: 620 residents of Vineland, New Jersey

REFERENCE:

☐ Criterion ☒ Norm

RELIABILITY:

V. COMMENTS

The 1965 revision left the scale essentially unchanged, which means the assessor must consider that the items and norms were developed in 1936. The fact that it is brief, well-organized and reflects an array of skills from birth on makes it useful for screening adaptive functioning.

Washington State Cooperative Curriculum

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: State of Washington
Special Services Division
Office of Superintendent of Public Instruction
Olympia, Washington 98501

PUBLICATION DATE: 1978

COST:

LOCATION OF MATERIAL: LRC - South.....Vertical File
SPE-013-3p

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR:

TEST PURPOSE:

☐ Screening ☒ Diagnosis ☒ Programming

STATED EMPHASIS: Developmental Areas

LEVELS: NUMBER OF FORMS:

SUBAREAS:

Self Help, Socialization, Gross Motor, Leisure, Communication, Preacademic, Pre-vocational, Home Living, Academic

III. ADMINISTRATION

EVALUATION METHOD:

☐ Observation ☐ Interview ☒ Test ☐ Other_____

MANNER OF ADMINISTRATION:

☒ Individual ☐ Group

ESTIMATED ADMINISTRATION TIME: Tasks untimed

III. ADMINISTRATION (continued)

ADMINISTRATOR:

☐ Parent ☒ Teacher ☐ Diagnostician

SCORING:

☒ Easy ☐ Moderate ☐ Difficult ☐ Unscored

ADDITIONAL EQUIPMENT NEEDED:

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS: Checklist

STANDARDIZATION SAMPLE:

REFERENCE:

☒ Criterion ☐ Norm

RELIABILITY:

V. COMMENTS

Criterion referenced program developed for severely/profoundly handicapped population. 200 skill areas are included, each containing a comprehensive listing of objectives. The WSCC is cross-referenced to UPAS (Uniform Performance Assessment System) as an efficient means of selecting relevant objectives. Useful both for assessment and programming. Material at first appears somewhat confusing because of the organization and amount of material covered. Study of introductory manual essential.

REFERENCE MATERIALS

Cerebral Palsy and Related Developmental Disabilities, Prevention and Early Childhood: An Annotated Bibliography

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: Compiled by: R. Rimbolt and Beth Roth

PUBLISHER/DISTRIBUTOR: NCEMMH - Publication Sales Division
Ohio State University Press
2070 Neil Avenue
Columbus, Ohio 43210

PUBLICATION DATE: 1971 - Volume I Articles reviewed pre-1964-1971
1972 - Volume II Articles reviewed 1968-1972
1973 - Volume III Articles reviewed 1972-1973

LOCATION OF MATERIAL: LRC - Central.....Sp. Ed. 008, File drawer I

COST:

TYPE OF MATERIAL:

☐ Book ☐ Film ☐ Filmstrip ☐ Monograph

☒ Bibliography (3) ☐ Other:_____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

☐ Parents ☐ General Educators

☒ Special Educators ☒ Diagnosticians

PURPOSE:

☒ Information ☐ Skill Training

STATED EMPHASIS: To list and offer annotation on published materials.

III. COMMENTS

Useful but needs to be updated.

Children with Learning and Behavior Problems
A Behavior Management Approach (2nd edition)

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: William L. Gardner

PUBLISHER/DISTRIBUTOR: Allyn and Bacon, Inc.
470 Atlantic Ave.
Boston, Massachusetts 02210

PUBLICATION DATE: 1978

LOCATION OF MATERIAL: LRC - Northwest
LRC - Central

COST: $6.95

TYPE OF MATERIAL:

[X] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other: _____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[X] Parents [X] General Educators

[X] Special Educators [ ] Diagnosticians

PURPOSE:

[X] Information [ ] Skill Training

STATED EMPHASIS: Presents the basic social learning principles and related teaching and behavior management strategies.

III. COMMENTS

Within a child-centered humanistic framework presents a comprehensive guide for the development of baselines, reinforcement schedules and program effectiveness evaluation. Of limited use with the more aberrant behaviors of the severely/profoundly retarded children.

Communication for the Non-Verbal Child

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: Thalia Larson

PUBLISHER/DISTRIBUTOR: Mafex Associates, Inc.
90 Cherry St.
Johnstown, Pennsylvania 15902

PUBLICATION DATE: 1975

LOCATION OF MATERIAL: LRC - South.....371.9127 L 329

COST:

TYPE OF MATERIAL:

[X] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other:_____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[X] Parents [ ] General Educators

[X] Special Educators [ ] Diagnosticians

PURPOSE:

[ ] Information [X] Skill Training

STATED EMPHASIS: To assist parents develop a non-verbal communication system for their children

III. COMMENTS

A good basic text for learning manual communication and teaching it to children.

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: Massachusetts State Dept. of Education
Division of Special Education

PUBLISHER/DISTRIBUTOR: The Institute for Educational Services, Inc.
Box 208
Bedford, Massachusetts 01730

PUBLICATION DATE: 1974

LOCATION OF MATERIAL: LRC - Northwest

COST:

TYPE OF MATERIAL:

[ ] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [X] Other: Looseleaf Notebook Manual

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[X] Parents [ ] General Educators

[X] Special Educators [X] Diagnosticians

PURPOSE:

[ ] Information [X] Skill Training

STATED EMPHASIS: Evaluation tool for reporting observations and an aid in stating behavioral objectives.

III. COMMENTS

A subsection of this manual is a good resource for informal assessment and writing instructional objectives. The majority of the manual fits only within the Massachusetts system.

Counseling Parents of the Mentally Retarded

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: Robert L. Noland

PUBLISHER/DISTRIBUTOR: Charles C. Thomas
Bannerstone House
301-327 E. Lawrence Ave.
Springfield, Illinois

PUBLICATION DATE: 1975

LOCATION OF MATERIAL: LRC - South

COST:

TYPE OF MATERIAL:

[X] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other: _____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[ ] Parents [ ] General Educators

[X] Special Educators [X] Diagnosticians

PURPOSE:

[X] Information [ ] Skill Training

STATED EMPHASIS: To assist professionals dealing with the families of retarded children.

III. COMMENTS

Relevant, well-written series of articles provides important sensitizing information for counselors. Some use of outdated terminology must be overlooked.

Curriculum for the Severely Mentally Retarded

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR:

PUBLISHER/DISTRIBUTOR: Public Schools of the District of Columbia
Washington, D.C.

PUBLICATION DATE: 1965

LOCATION OF MATERIAL: LRC - Northwest.....VF 2517

COST:

TYPE OF MATERIAL:

☐ Book ☐ Film ☐ Filmstrip ☐ Monograph

☐ Bibliography ☒ Other: Manual

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

☐ Parents ☐ General Educators

☒ Special Educators ☒ Diagnosticians

PURPOSE:

☐ Information ☒ Skill Training

STATED EMPHASIS: Presents task analyses of personal development, academic and prevocational skills for severely retarded children.

III. COMMENTS

Not recommended. Contents focus on the educable and trainable levels, is rather cursory, uses the offensive reference to all retarded individuals as "children" despite their chronological ages, and is also outdated.

"Curriculum/Training Guides: A Survey of Content and Education Procedures"

From the AAESPH REVIEW

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: Felix F. Billingsley
Shonagh S. Neafsey

PUBLISHER/DISTRIBUTOR: American Association for Education of Severely Profoundly Handicapped
1600 W. Armory Way
Seattle, Washington 98119

PUBLICATION DATE: Vol. 3, Number 1, March 1978

LOCATION OF MATERIAL: LRC - South.....VF SPE 013 3a

COST:

TYPE OF MATERIAL:

☐ Book ☐ Film ☐ Filmstrip ☐ Monograph

☐ Bibliography ☒ Other: Article

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

☐ Parents ☐ General Educators

☒ Special Educators ☒ Diagnosticians

PURPOSE:

☒ Information ☐ Skill Training

STATED EMPHASIS: Review 26 curriculum guides.

III. COMMENTS

Most guides described certain assessment procedures. A number of the guides are available in New Jersey educational improvement centers.

Deaf-Blind Bibliography

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR:

PUBLISHER/DISTRIBUTOR: Perkins School for the Blind and the New England Center for Services to Deaf-Blind Children
175 North Beacon St.
Watertown, Massachusetts 02172

PUBLICATION DATE: 1977

LOCATION OF MATERIAL: LRC - South.....VF SPE 016 2a

COST:

TYPE OF MATERIAL:

- [ ] Book
- [ ] Film
- [ ] Filmstrip
- [ ] Monograph
- [X] Bibliography
- [ ] Other:_____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

- [ ] Parents
- [ ] General Educators
- [X] Special Educators
- [X] Diagnosticians

PURPOSE:

- [X] Information
- [ ] Skill Training

STATED EMPHASIS: To provide reference sources.

III. COMMENTS

Complete coverage including visual and auditory/audiological, tactile, pediatric and neurological assessments.

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I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: Douglas H. Clark

PUBLISHER/DISTRIBUTOR: Nebraska State Dept. of Education
301 Centennial Mall South
Lincoln, Nebraska 68509

PUBLICATION DATE: 1978

LOCATION OF MATERIAL: LRC - South.....V.F. SPE 013 3a

COST:

TYPE OF MATERIAL:

[ ] Book [ ] Film [ ] Filmstrip [X] Monograph

[ ] Bibliography [ ] Other:_____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[ ] Parents [ ] General Educators

[X] Special Educators [X] Diagnosticians

PURPOSE:

[X] Information [ ] Skill Training

STATED EMPHASIS: Proceedings from statewide conference on assessment and programming.

III. COMMENTS

Good resource for both formal and informal assessments of vision, hearing, cognitive, language and sensorimotor areas. Presents adaptations of standardized devices for more accurate assessment of ability and achievement. Programming considerations are also discussed including occupational therapy, physical therapy and prevocational education.

Developing Skills in Severely and Profoundly Handicapped Children

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: M. Angele Thomas

PUBLISHER/DISTRIBUTOR: The Council for Exceptional Children
Association Drive
Reston, Virginia 22091

PUBLICATION DATE: 1977

LOCATION OF MATERIAL: LRC - Northwest
LRC - Central

COST: $3.25

TYPE OF MATERIAL:

[X] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other: _____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[X] Parents [ ] General Educators

[ ] Special Educators [ ] Diagnosticians

PURPOSE:

[X] Information [ ] Skill Training

STATED EMPHASIS: To present evidence that severely, profoundly and multiply handicapped children can learn.

III. COMMENTS

Interesting overview articles concerning new methods and equipment for teaching cognitive, communication, pre-vocational and self-help skills.

Development Through Action: The Physically Handicapped and the Retarded Child

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: Bryant J. Cratty

PUBLISHER/DISTRIBUTOR: Skill Development Equipment Company
1340 No. Jefferson Street
Anaheim, California 92806

PUBLICATION DATE: 1973

LOCATION OF MATERIAL: LRC - Northwest 371.91

COST: $4.35

TYPE OF MATERIAL:

[X] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other: _____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[ ] Parents [X] General Educators

[X] Special Educators [ ] Diagnosticians

PURPOSE:

[ ] Information [X] Skill Training

STATED EMPHASIS: An activity guide for use with the Skill Development company's equipment.

III. COMMENTS

An excellent description of the sequential physical education needs of young handicapped children. Includes a format of activities with emphasis on developmental gross motor programs.

Developmental Sequence of Perceptual-Motor Tasks: Movement Activities for Neurologically Handicapped and Retarded Children and Youth

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: Bryant J. Cratty

PUBLISHER/DISTRIBUTOR: Educational Activities, Inc.
Freeport, Long Island 11520

PUBLICATION DATE: 1967

LOCATION OF MATERIAL: LRC - Northwest.....P 152.3 CRAT

COST: $3.25

TYPE OF MATERIAL:

[X] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other:_____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[ ] Parents [ ] General Educators

[X] Special Educators [ ] Diagnosticians

PURPOSE:

[X] Information [X] Skill Training

STATED EMPHASIS: To outline appropriate movement activities for use by special and physical education teachers.

III. COMMENTS

An excellent resource for a child study team member to use in consultative planning with teachers of the mild and moderately physically impaired. The manual does not emphasize the neurological causes of many of these disabilities but does present carefully graded series of activities for classroom or home training.

An Early Childhood Curriculum for Multiply Handicapped Children

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: Regina Schattner

PUBLISHER/DISTRIBUTOR: John Day Company
257 Park Avenue
New York, N.Y. 10010

PUBLICATION DATE: 1971

LOCATION OF MATERIAL: LRC - Northwest

COST: $4.98

TYPE OF MATERIAL:

[X] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other: _____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[ ] Parents [ ] General Educators

[X] Special Educators [ ] Diagnosticians

PURPOSE:

[X] Information [ ] Skill Training

STATED EMPHASIS: A curriculum for teaching multiply handicapped children.

III. COMMENTS

This curriculum is written for higher functioning students, but could be adapted in part for the severely/profoundly retarded. The curriculum includes creative activities, music, dancing and listening. Activities were designed to develop self-help, language and readiness skills. Practical information to support the materials contained in the book appears in the appendix.

Eating With a Spoon: How to Teach your Multihandicapped Child

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: Mary Bowman

PUBLISHER/DISTRIBUTOR: Ohio State University Press
2070 Neil Avenue
Columbus, Ohio 43210

PUBLICATION DATE: 1976

LOCATION OF MATERIAL: LRC - Northwest....371.91

COST: $3.50

TYPE OF MATERIAL:

[X] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other:_____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[X] Parents [ ] General Educators

[X] Special Educators [ ] Diagnosticians

PURPOSE:

[ ] Information [X] Skill Training

STATED EMPHASIS: Intended to assist parents in teaching their child at home.

III. COMMENTS

A good resource for parent training, it contains suggestions on the foods to use, available adaptive equipment, physical problems involved and rewards to be given.

Ebsco Instructional Exceptional Prescriptions 1 and 2

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR:

PUBLISHER/DISTRIBUTOR: Ebsco Subscription Services
Ebsco Building
Red Bank, New Jersey 07701

PUBLICATION DATE: 1977

LOCATION OF MATERIAL: Kit 1 371-9284-781064
Kit 2 371-928-781063

COST: $89.00 per kit

TYPE OF MATERIAL:

☐ Book ☐ Film ☐ Filmstrip ☐ Monograph

☐ Bibliography ☒ Other: Kits - prescription cards

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

☐ Parents ☐ General Educators

☒ Special Educators ☐ Diagnosticians

PURPOSE:

☐ Information ☒ Skill Training

STATED EMPHASIS: To develop IEPs for severely and profoundly impaired (Kit 1) and behaviorally disordered and mildly impaired young students (Kit 2).

III. COMMENTS

Each kit contains cards that specify prerequisites required, goal areas, instructional objectives, methods and materials needed. The assessment activities included in the kit form the base for the choice of goals.

Within Kit 1 the areas of gross motor, self awareness and social speaking are particularly useful for the severely and profoundly retarded.

Education and Care of Moderately and Severely Retarded Children

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: Gerald D. Aipern

PUBLISHER/DISTRIBUTOR: Special Child Publications, Inc.
4535 Union Bay Place N.E.
Seattle, Washington 98105

PUBLICATION DATE: 1971

LOCATION OF MATERIAL: LRC - Central.....PB 17 ALP 829 01

COST:

TYPE OF MATERIAL:

[X] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other:_____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[ ] Parents [ ] General Educators

[X] Special Educators [ ] Diagnosticians

PURPOSE:

[X] Information [ ] Skill Training

STATED EMPHASIS: Provides classroom instruction information.

III. COMMENTS

An easy-to-read, helpful book which includes behavior modification, precision teaching, discipline and curricular ideas. Age ranges, purposes and guidance on how to implement suggestions are outlined for the areas of communication, personal appearance, hygiene and physical and motor development.

Educating the Severely and Profoundly Retarded

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: Robert M. Anderson
John G. Cree.

PUBLISHER/DISTRIBUTOR: University Park Press
Chamber of Commerce Bldg.
Baltimore, Maryland 21202

PUBLICATION DATE: 1976

LOCATION OF MATERIAL: LRC - South.....VF SPE 013 3a

COST: $16.45

TYPE OF MATERIAL:

[X] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other:_____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[ ] Parents [ ] General Educators

[X] Special Educators [X] Diagnosticians

PURPOSE:

[X] Information [ ] Skill Training

STATED EMPHASIS: Issues and trends in developing programs, instructional approaches and support services.

III. COMMENTS

A good reference with descriptions, program needs and approaches including a current research review written by major professionals in this field.

Education of the Physically Handicapped

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR:

PUBLISHER/DISTRIBUTOR: Bureau of Curriculum Development
Board of Education, City of New York
Publication Sales Office
110 Livingston Street
Brooklyn, NY 11201

PUBLICATION DATE: 1971

LOCATION OF MATERIAL: IRC - Northwest.....P 371.91 NEWY

COST: $3.00

TYPE OF MATERIAL:

[X] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other:_____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[ ] Parents [ ] General Educators

[X] Special Educators [ ] Diagnosticians

PURPOSE:

[X] Information [ ] Skill Training

STATED EMPHASIS: To provide up-to-date descriptions of all NYC programs for the physically handicapped.

III. COMMENTS

Of historical interest since recent legislation has changed the services available.

Education of Severely and Profoundly Handicapped Children and Youth

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: R. York, R. Minisi and P. Thorpe

PUBLISHER/DISTRIBUTOR: Northeast Regional Resource Center
168 Bank Street
Hightstown, New Jersey 08520

PUBLICATION DATE: 1976

LOCATION OF MATERIAL: LRC - Northwest.....VF 2658
LRC - Northeast.....Ref. 371.9

COST:

TYPE OF MATERIAL:

☐ Book ☐ Film ☐ Filmstrip ☒ Monograph

☐ Bibliography ☐ Other:_____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

☐ Parents ☐ General Educators

☒ Special Educators ☐ Diagnosticians

PURPOSE:

☒ Information ☐ Skill Training

STATED EMPHASIS: To provide information on assessment and programming approaches for severely and profoundly handicapped.

III. COMMENTS

An excellent overview of service delivery models which are effective. The sample IEP and discussion of professional accountability are good resources for the child study team.

Education of the Severely/Profoundly Handicapped:
What is the Least Restrictive Alternative

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: N. Dale Gentry and A. Lee Parks

PUBLISHER/DISTRIBUTOR: Learning Concepts
2501 N. Lamar
Austin, Texas 78705

PUBLICATION DATE: 1977

LOCATION OF MATERIAL: LRC - Northwest
Morris Plains

COST: $5.95

TYPE OF MATERIAL:

[X] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other: (paperback)

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[ ] Parents [X] General Educators

[ ] Special Educators [ ] Diagnosticians

PURPOSE:

[X] Information [ ] Skill Training

STATED EMPHASIS: To improve teachers' understanding of exceptional children.

III. COMMENTS

Informative and current overview of all facets involved in education of the severely and profoundly handicapped child, from definition to assessment to teaching strategies.

Extensive use of cartoons is at times distracting.

Exploring Materials for Your Young Child with Special Needs

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR:

PUBLISHER/DISTRIBUTOR: Massachusetts Department of Mental Health
Division of Mental Retardation
190 Portland Street
Boston, Massachusetts 02114

PUBLICATION DATE: 1974

LOCATION OF MATERIAL: LRC - Northwest

COST: $3.00

TYPE OF MATERIAL:

[ ] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [X] Other: Booklet

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[X] Parents [ ] General Educators

[ ] Special Educators [ ] Diagnosticians

PURPOSE:

[X] Information [ ] Skill Training

STATED EMPHASIS: Directed to the needs of families with multiply handicapped children.

III. COMMENTS

Clear, easy-to-read text divided into small behavioral categories with suggestions for activities using everyday household objects. Contains suggestions that might be useful to child study teams designing IEPs.

Emphasis presented is on very young children. Use with older pupils will need some modification to avoid fostering the eternal child stereotype.

For Young Children: Early Childhood and Special Education

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR:

PUBLISHER/DISTRIBUTOR: Project Quest
New Jersey State Dept. of Education
Bureau of Special Education and Pupil Personnel Services
225 West State Street
Trenton, New Jersey 08607

PUBLICATION DATE:

LOCATION OF MATERIAL: LRC - Central....Special Education file drawer - early childhood section

COST:

TYPE OF MATERIAL:

☐ Book ☐ Film ☐ Filmstrip ☐ Monograph

☐ Bibliography ☒ Other: Conference Report

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

☐ Parents ☐ General Educators

☒ Special Educators ☐ Diagnosticians

PURPOSE:

☒ Information ☐ Skill Training

STATED EMPHASIS: Presents discussions of programs and services.

III. COMMENTS

Compiled from a week-long conference; an interesting overview.

Guide to Resources for Severely/ Profoundly Handicapped

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: Guide Consultant: Richard S. Cooke

PUBLISHER/DISTRIBUTOR: Northeast Regional Resource Center
168 Bank Street
Hightstown, NJ 08520

PUBLICATION DATE: 1975

LOCATION OF MATERIAL: LRC - Central.....Special Education
Drawer I

LRC - Northeast.....PLO 61RM-2-06

COST:

TYPE OF MATERIAL:

☐ Book ☐ Film ☐ Filmstrip ☐ Monograph

☐ Bibliography ☒ Other: Guide

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

☐ Parents ☒ General Educators

☒ Special Educators ☐ Diagnosticians

PURPOSE:

☒ Information ☐ Skill Training

STATED EMPHASIS: To assist professionals in locating resources.

III. COMMENTS

The sections of this guide list organizations, training programs, curriculum, instructional materials, annotated bibliography, concept papers and related research.

Hey, Don't Forget About Me!

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: M. Angele Thomas

PUBLISHER/DISTRIBUTOR: Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

PUBLICATION DATE: 1976

LOCATION OF MATERIAL: LRC - South.....VF SPE-013-3a

COST: $7.50

TYPE OF MATERIAL:

[x] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other:_____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[ ] Parents [ ] General Educators

[x] Special Educators [ ] Diagnosticians

PURPOSE:

[x] Information [ ] Skill Training

STATED EMPHASIS: A discussion of current theory and practice

III. COMMENTS

A good introduction and overview of issues.

Home Stimulation for the Young Developmentally Disabled Child

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR:

PUBLISHER/DISTRIBUTOR: Commonwealth Mental Health Foundation
4 Marlboro Road
Lexington, MA 02173

PUBLICATION DATE: 1973

LOCATION OF MATERIAL: LRC - Northwest.....P371·9028 JOSE

LRC - Central

COST: $3.00

TYPE OF MATERIAL:

[X] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other: _____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[X] Parents [ ] General Educators

[X] Special Educators [ ] Diagnosticians

PURPOSE:

[ ] Information [X] Skill Training

STATED EMPHASIS: To present activities for home stimulation at different developmental stages.

III. COMMENTS

An excellent, clear, concise manual for parents of infants and toddlers. The many photographs and suggested activities would be useful in a parent training program.

Improving Services to Deaf/Blind Multihandicapped Individuals in Residential Facilities

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: Texas Education Agency

PUBLISHER/DISTRIBUTOR: Regional Center for Services to Deaf/Blind
201 East Eleventh St.
Austin, Texas 78701

PUBLICATION DATE: 1976

LOCATION OF MATERIAL: LRC - South.....VF SPE-016-a
Multiple Handicapped

COST:

TYPE OF MATERIAL:

☐ Book ☐ Film ☐ Filmstrip ☒ Monograph

☐ Bibliography ☐ Other:_____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

☐ Parents ☐ General Educators

☒ Special Educators ☒ Diagnosticians

PURPOSE:

☒ Information ☐ Skill Training

STATED EMPHASIS: Articles on wide range of subtopics in the area of deaf/blind education written by practitioners.

III. COMMENTS

Informative overview.

Index to Assessment Devices, Testing Instruments and Parent Materials

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR: National Information Center for Special Education Materials
University of Southern California - University Park-R.A.N.
Los Angeles, CA 90007

PUBLICATION DATE: 1978

LOCATION OF MATERIAL: LRC - Northwest
LRC - Northeast
LRC - South
COST: LRC - Central

TYPE OF MATERIAL:

[ ] Book [ ] Film [ ] Filmstrip [ ] Monograph

[X] Bibliography (Annotated) [ ] Other: _____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[X] Parents [X] General Educators

[X] Special Educators [X] Diagnosticians

PURPOSE:

[ ] Information [ ] Skill Training

STATED EMPHASIS: Abstracts describing assessment and parent use materials for students in grades K-8.

III. COMMENTS

Only a limited number of abstracts describe materials appropriate for severely/profoundly mentally retarded students. These materials can be identified directly in the index under the categories: Profoundly Mentally Handicapped or Severely Mentally Handicapped. Additional materials are distributed under other index listings including: Motor Processes, Language Arts, and Input/Output Modes.

Index to Media and Materials for the Deaf, Hard-of-Hearing, Speech Impaired

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR:

PUBLISHER/DISTRIBUTOR: National Information Center for Special Education Materials
University of Southern California
University Park - RAN
Los Angeles, California 90007

PUBLICATION DATE: 1978

LOCATION OF MATERIAL: LRC - Northwest
LRC - Northeast
LRC - South
COST: LRC - Central

TYPE OF MATERIAL:

[ ] Book [ ] Film [ ] Filmstrip [ ] Monograph

[X] Bibliography (Annotated) [ ] Other: _____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[X] Parents [X] General Educators

[X] Special Educators [X] Diagnosticians

PURPOSE:

[X] Information [ ] Skill Training

STATED EMPHASIS: Some sections include abstracts describing in detail media and materials useful for the education of the severely and profoundly retarded.

III. COMMENTS

An easy-to-use comprehensive overview of subject referenced materials. Included are descriptions, comments on applicability and sources, with addresses listed.

Index to Media and Materials for the Mentally Retarded, Specific Learning Disabled, Emotionally Disturbed

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR:

PUBLISHER/DISTRIBUTOR: National Information Center for Special Education Materials
University of Southern California
University Park- RAN
Los Angeles, California 90007

PUBLICATION DATE: 1978

LOCATION OF MATERIAL: LRC - Northwest
LRC - Northeast
LRC - South
LRC - Central

COST:

TYPE OF MATERIAL:

[ ] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [X] Other: Index and abstracts

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[X] Parents [X] General Educators

[X] Special Educators [X] Diagnosticians

PURPOSE:

[X] Information [ ] Skill Training

STATED EMPHASIS: Detailed descriptive abstracts of media and materials, some of which are applicable to the education of the severely and profoundly retarded

III. COMMENTS

Easy-to-use, comprehensive listing of applicable and current materials indexed by subject headings and including descriptions, applicability and suppliers with their addresses.

Index to Media and Materials for the Visually Handicapped, Orthopedically Impaired, Other Health Impaired

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR:

PUBLISHER/DISTRIBUTOR: National Information Center for Special Education Materials
University of Southern California
University Park - RAN
Los Angeles, California 90007

PUBLICATION DATE: 1978

LOCATION OF MATERIAL: LRC - Northwest
LRC - Northeast
LRC - South
COST: LRC - Central

TYPE OF MATERIAL:

[X] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other: _____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[X] Parents [X] General Educators

[X] Special Educators [X] Diagnosticians

PURPOSE:

[X] Information [ ] Skill Training

STATED EMPHASIS: To describe in detail and review media and materials applicable to the education of the handicapped.

III. COMMENTS

Comprehensive listings, indexed by subject and including description, applicability and supplier. An easy-to-use, current reference tool.

Innovative and Experimental Happenings in Deaf-Blind Education

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR:

PUBLISHER/DISTRIBUTOR: No. Carolina Dept. of Public Instruction
Raleigh, North Carolina 27611

PUBLICATION DATE: 1974

LOCATION OF MATERIAL: LRC - South.....VF SPE 016 2c
LRC - Northeast.....SPE-003-2

COST:

TYPE OF MATERIAL:

[ ] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [x] Other: Proceedings

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[ ] Parents [ ] General Educators

[X] Special Educators [X] Diagnosticians

PURPOSE:

[X] Information [X] Skill Training

STATED EMPHASIS: Compendium of current information.

III. COMMENTS

Excellent discussions, especially on audiological and visual evaluations and classroom techniques for the evaluation of functional vision.

Instructional Guide for Beginning Instruction of Severely and Profoundly Retarded Boys

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR:

PUBLISHER/DISTRIBUTOR: Woodbine State School
Woodbine, NJ

PUBLICATION DATE: 1972

LOCATION OF MATERIAL: LRC - Northwest
LRC - Northeast....SPE-CURR-010

COST: $2.00

TYPE OF MATERIAL:

[X] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other:_____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[ ] Parents [ ] General Educators

[X] Special Educators [ ] Diagnosticians

PURPOSE:

[X] Information [ ] Skill Training

STATED EMPHASIS: To assist in beginning instruction.

III. COMMENTS

An adequate procedures manual for establishing classroom routine, although it stops short of individualized instruction.

Instructional Materials for the Handicapped,
Birth Through Early Childhood

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: Arden R. Thorum, et al.

PUBLISHER/DISTRIBUTOR: Olympus Publishing Co.
Salt Lake City, Utah

PUBLICATION DATE: 1976

LOCATION OF MATERIAL: LRC - Northwest
LRC - Northeast.....PRO-46B-2-04

COST: $3.50

TYPE OF MATERIAL:

[X] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other:_____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[X] Parents [ ] General Educators

[X] Special Educators [ ] Diagnosticians

PURPOSE:

[X] Information [ ] Skill Training

STATED EMPHASIS: Excerpted and reviewed toys, games, instructional kits and curriculum guides.

III. COMMENTS

Comprehensive reviews, including guidelines on selecting and using materials, also a bibliography of resources to help find or construct educational toys and games. Would provide ideas and assistance for the child study team which must design the IEP.

Needs updating.

Intellectual Evaluation of the Mentally Retarded Child:
A Handbook

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: Robert M. Allen and Sue P. Allen

PUBLISHER/DISTRIBUTOR: Western Psychological Services
Box 775
Beverly Hills, California

PUBLICATION DATE: 1967

LOCATION OF MATERIAL: LRC - Northwest.....P 371.928

COST:

TYPE OF MATERIAL:

[X] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other:_____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[ ] Parents [ ] General Educators

[ ] Special Educators [X] Diagnosticians

PURPOSE:

[X] Information [X] Skill Training

STATED EMPHASIS: Intellectual evaluation of retarded children.

III. COMMENTS

The authors present various tests that can be used with mentally retarded students. These tests are summarized in detail and are accompanied by pictures of protocols and/or sample test items. Tests include: standard tests of intelligence, tests for preschoolers, picture vocabulary tests, formboards, drawing tests, nonverbal intelligence tests, psychometric tests of intelligence, special tests of perceptual and psycholinguistic abilities, tests for the blind and third person assessments. A helpful chart describing levels of retardation is presented. Most tests described, although applicable for mild to moderately mentally retarded students, have limited use with more severely/profoundly handicapped.

Language Acquisition Program for the Retarded or Multiply Impaired

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: Louise R. Kent

PUBLISHER/DISTRIBUTOR: Research Press
2612 N. Matlis Avenue
Champaign, Illinois 61820

PUBLICATION DATE: 1974

LOCATION OF MATERIAL: LRC - Northwest

COST: $5.95

TYPE OF MATERIAL:

[X] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other: _____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[ ] Parents [ ] General Educators

[X] Special Educators [ ] Diagnosticians

PURPOSE:

[ ] Information [X] Skill Training

STATED EMPHASIS: To assist in teaching a communication system to retarded or multiply impaired students.

III. COMMENTS

An easy-to-read paperbound manual, strongly recommended. It presents a language acquisition program based on hierarchies of tasks in preverbal, verbal receptive and verbal expressive areas.

Language and Learning Disorders of the Pre-Academic Child

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: Tina E. Bangs

PUBLISHER/DISTRIBUTOR: Appleton-Century-Crofts Educational Division, Meredith Corporation
440 Park Avenue South
New York, N.Y. 10016

PUBLICATION DATE: 1968

LOCATION OF MATERIAL: LRC - Central.....PB 17 BAN 104

COST: $8.95

TYPE OF MATERIAL:

[X] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other:_____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[ ] Parents [ ] General Educators

[ ] Special Educators [X] Diagnosticians

PURPOSE:

[ ] Information [X] Skill Training

STATED EMPHASIS: To define language deficits among preschool aged children.

III. COMMENTS

Although many activities are at too high a level for severely and profoundly retarded children the book is a good overview. Early identification, assessment, adaptation of a curriculum and a list of clinical and educational materials are included. A particularly useful publication for speech clinicians.

Language of the Mentally Retarded

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR:

PUBLISHER/DISTRIBUTOR: University Park Press
Chamber of Commerce Building
Baltimore, MD 21202

PUBLICATION DATE: 1972

LOCATION OF MATERIAL: LRC - Northwest.....P 371.928
77 903

COST: $14.50

TYPE OF MATERIAL:

[X] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other:_____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[ ] Parents [ ] General Educators

[X] Special Educators [ ] Diagnosticians

PURPOSE:

[X] Information [ ] Skill Training

STATED EMPHASIS: Language development and approaches to its training with the mentally retarded.

III. COMMENTS

An excellent presentation of 13 papers by well-known authors on language acquisition of the mentally retarded. Contains descriptions of the conceptual and intellectual skills necessary to acquire language as well as assessment suggestions and resource materials. Some chapters are less applicable to severely retarded individuals.

A Language Program for the Non Language Child

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: Burl Gray and Bruce Ryan

PUBLISHER/DISTRIBUTOR: Research Press
2612 N. Mattis
Champaign, Illinois 61820

PUBLICATION DATE: 1973

LOCATION OF MATERIAL: LRC - Northwest
LRC - Northeast.....REF 371.9 GRAY

COST: $5.95

TYPE OF MATERIAL:

[X] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other:_____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[ ] Parents [X] General Educators [X] Researchers

[ ] Special Educators [ ] Diagnosticians [X] College Students

PURPOSE:

[X] Information [X] Skill Training

STATED EMPHASIS: A behavioral interpretation of language and resultant strategies for training special children.

III. COMMENTS

Not recommended, although some good discussion of critical concepts in language training is presented. The reader must sort through much research data in order to extract programming information other sources yield readily.

Language-Related Activities: A Manual for Parents of Language Learning Disabled Preschoolers

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR:

PUBLISHER/DISTRIBUTOR: Montgomery County Easter Seal Treatment Center
1000 Turnbrook Parkway
Rockville, Maryland

PUBLICATION DATE: 1973

LOCATION OF MATERIAL: LRC - Northwest

COST: $3.00

TYPE OF MATERIAL:

[X] Book [ ] Film [ ] Filmstrip [ ] Monograph
[ ] Bibliography [ ] Other: _____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[X] Parents [ ] General Educators
[ ] Special Educators [ ] Diagnosticians

PURPOSE:

[X] Information [ ] Skill Training

STATED EMPHASIS: To provide specific child-centered suggestions for parents to help identify and work with their preschoolers.

III. COMMENTS

Contains a general language development checklist useful for screening. Although written about normal development to 5 years of age, the programs may be adapted to address severely and profoundly mentally retarded students, particularly those with physical disabilities.

A Manual of Speech and Language Development Activities for Visually Impaired Multi-Handicapped Children

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: Judith Simmons

PUBLISHER/DISTRIBUTOR: Boston Center for Blind Children
147 South Huntington Ave.
Boston, Massachusetts 02130

PUBLICATION DATE: 1975

LOCATION OF MATERIAL: LRC - Northwest

COST: $1.00

TYPE OF MATERIAL:

[ ] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [X] Other: Pamphlet

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[ ] Parents [ ] General Educators

[X] Special Educators [ ] Diagnosticians

PURPOSE:

[X] Information [ ] Skill Training

STATED EMPHASIS: Activities for visually impaired, multi-handicapped children.

III. COMMENTS

Useful activities are suggested in the sections on receptive and expressive language. Charts and glossary are also helpful. Many of the other activities, however, are more appropriate for higher functioning students.

Materials on and for the Severely/Profoundly Handicapped:
An Annotated Bibliography

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR:

PUBLISHER/DISTRIBUTOR: American Association for Education of the Severely/Profoundly Handicapped
Experimental Education Unit
Child Development and MR Center
University of Washington

PUBLICATION DATE: 1976

LOCATION OF MATERIAL: LRC - Northwest

COST:

TYPE OF MATERIAL:

- [ ] Book
- [ ] Film
- [ ] Filmstrip
- [ ] Monograph
- [X] Bibliography
- [ ] Other: Annotated

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

- [ ] Parents
- [X] General Educators
- [ ] Special Educators
- [ ] Diagnosticians

PURPOSE:

- [X] Information
- [ ] Skill Training

STATED EMPHASIS: Characteristics and treatment.

III. COMMENTS

Comprehensive with good descriptions of the entries, but needs to be updated.

The Mentally Retarded Child

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: Halbert B. Robinson
Nancy M. Robinson

PUBLISHER/DISTRIBUTOR: McGraw-Hill Book Company
New York

PUBLICATION DATE: 1965

LOCATION OF MATERIAL: LRC - Northwest.....P 371.928 Robi

COST:

TYPE OF MATERIAL:

[X] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other:_____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[ ] Parents [X] General Educators

[ ] Special Educators [ ] Diagnosticians

PURPOSE:

[X] Information [ ] Skill Training

STATED EMPHASIS: To provide preservice training about retarded children to future teachers.

III. COMMENTS

A classic reference which presents a developmental approach to the understanding of etiology, syndromes and secondary handicaps. Includes significant historical studies in the field but has not been revised since its publication.

Motor and Haptic Learning

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: Patrick A. O'Donnell

PUBLISHER/DISTRIBUTOR: Dimensions Publishing Company
-in association with Fearon Publishers
Lear Siegler, Inc., Education Division
6 Davis Drive
Belmont, California 94002

PUBLICATION DATE: 1969

LOCATION OF MATERIAL: LRC - Central.....152.3
PB 17 OD012301

COST: $3.00

TYPE OF MATERIAL:

[X] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other:_____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[ ] Parents [X] General Educators

[ ] Special Educators [ ] Diagnosticians

PURPOSE:

[X] Information [ ] Skill Training

STATED EMPHASIS: How physiological growth and development and motor responses are necessary for learning.

III. COMMENTS

Although the level of the material is rather high for severely retarded pupils the included checklists and assessment objectives outline well the areas of haptic, perceptual and motor development.

The Multiply Handicapped Child

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: James M. Wolf
Robert M. Anderson

PUBLISHER/DISTRIBUTOR: Charles C. Thomas
Bannerstone House
301-327 E. Lawrence Avenue
Springfield, Illinois

PUBLICATION DATE: 1969

LOCATION OF MATERIAL: LRC - Northwest

COST: $21.00

TYPE OF MATERIAL:

[X] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other: _____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[ ] Parents [X] General Educators

[X] Special Educators [X] Diagnosticians

PURPOSE:

[X] Information [ ] Skill Training

STATED EMPHASIS: Incidence and evaluation of children with more than one disabling condition, medical and educational implications.

III. COMMENTS

Good background text includes etiology, characteristics and evaluation procedures. Major limitations are its stress on the medical model and the fact that the book is ten years old.

A New Look at the Retarded Child

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR:

PUBLISHER/DISTRIBUTOR: Edmark Association
13241 Northrup Way
Bellvue, Washington 98005

PUBLICATION DATE:

LOCATION OF MATERIAL: LRC - Northwest

COST: $85.00

TYPE OF MATERIAL:

[ ] Book [ ] Film [X] Filmstrip [ ] Monograph

[ ] Bibliography [X] Other: audio cassettes and manual

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[X] Parents [X] General Educators

[X] Special Educators [X] Diagnosticians

PURPOSE:

[X] Information [ ] Skill Training

STATED EMPHASIS: A staff or volunteer training program on integrating retarded people into the community.

III. COMMENTS

Provides an overview of the characteristics and needs of mentally retarded persons. Contains description of how to conduct a complete inservice program.

Non-Vocal Communication Techniques and Aids for the Severely Physically Handicapped

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: Gregg C. Vanderheiden, Kate Grilby

PUBLISHER/DISTRIBUTOR: University Park Press/Edmark Assoc.
13241 Northrup Way
Bellvue, Washington 98005

PUBLICATION DATE: 1977

LOCATION OF MATERIAL: LRC - Northwest

COST: $12.50

TYPE OF MATERIAL:

[X] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other: _____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[X] Parents [ ] General Educators

[X] Special Educators [ ] Diagnosticians

PURPOSE:

[ ] Information [ ] Skill Training

STATED EMPHASIS: To present alternative forms of communication for use with the severely physically handicapped.

III. COMMENTS

Clearly presents assessment techniques and informal observation guides as well as materials and their application for training.

Physical and Recreational Programming for Severely and Profoundly Mentally Retarded Individuals

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR:

PUBLISHER/DISTRIBUTOR: American Alliance for Health, Physical Education and Recreation
1201 Sixteenth St.
Washington, D.C. 20036

PUBLICATION DATE: 1974

LOCATION OF MATERIAL: LRC - Northwest

COST:

TYPE OF MATERIAL:

[X] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [X] Other: Guide

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[ ] Parents [X] General Educators

[X] Special Educators [ ] Diagnosticians

PURPOSE:

[X] Information [X] Skill Training

STATED EMPHASIS: Examples of behaviors, an annotated list of references lists of resources, audio-visual aids and program approaches

III. COMMENTS

A comprehensive, useful guide to behaviors that are often difficult to teach including an excellent bibliography.

Planning Instruction for the Severely Handicapped

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR:

PUBLISHER/DISTRIBUTOR: Division for Exceptional Children
No. Carolina Dept. of Public Instruction

PUBLICATION DATE:

LOCATION OF MATERIAL: LRC - Central.....Reference file
(drawer 3)

COST:

TYPE OF MATERIAL:

[X] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other:_____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[ ] Parents [ ] General Educators

[X] Special Educators [ ] Diagnosticians

PURPOSE:

[X] Information [ ] Skill Training

STATED EMPHASIS: Placement procedures and instructional program design.

III. COMMENTS

A general overview but contains an especially helpful bibliography particularly the section on positioning in the classroom.

Project Memphis

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: Alton D. Quick, Thomas L. Little, and A. Ann Campbell

PUBLISHER/DISTRIBUTOR: Fearon Publishers
6 Davis Drive
Belmont, California 94002

PUBLICATION DATE: 1974

LOCATION OF MATERIAL: LRC - Central.....PB14-QUI-323-0

COST:

TYPE OF MATERIAL:

[ ] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [X] Other: Manual

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[ ] Parents [ ] General Educators

[X] Special Educators [ ] Diagnosticians

PURPOSE:

[X] Information [ ] Skill Training

STATED EMPHASIS: Early education and parent training.

III. COMMENTS

This manual discusses the question of an early education program for handicapped children and contains information on instructional methods and materials, and program planning and evaluation. The Memphis Comprehensive Developmental Scale, a norm-referenced, birth-to-five years scale, is included in the manual. Although it purportedly measures personal-social, gross motor and fine motor, language and perceptuo-cognitive skills, only a limited number of skills are tapped at each level, making its use minimal for the severely and profoundly retarded.

Prompting Infant Development: A Guide for Working With Parents

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: Martha Foster

PUBLISHER/DISTRIBUTOR: Demonstration & Research Center for Early Education
John F. Kennedy Center for Research on Education and Human Development
George Peabody College for Teachers
Nashville, Tennessee 37203

PUBLICATION DATE: 1974

LOCATION OF MATERIAL: LRC - Central....I...nce File Drawer 4

COST: $3.50 - Prompting Infant Development
$3.00 - Mother's guides

TYPE OF MATERIAL:

[ ] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [X] Other: Guides

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[X] Parents [ ] General Educators

[X] Special Educators [ ] Diagnosticians

PURPOSE:

[X] Information [X] Skill Training

STATED EMPHASIS: To help professionals work with parents in developing language, motor, cognitive and personal-social skills of their infants.

III. COMMENTS

A good resource, especially for the social worker. It describes activities which could be adapted to the severely and profoundly retarded population.

The Severely and Profoundly Handicapped: A Practical Approach to Teaching

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: Edward T. Donlon, Louise F. Burton

PUBLISHER/DISTRIBUTOR: Grune and Stratton
New York

PUBLICATION DATE: 1976

LOCATION OF MATERIAL: LRC - Northwest.....P 371.9 Donl

COST: $16.50

TYPE OF MATERIAL:

[X] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other:_____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[ ] Parents [ ] General Educators

[X] Special Educators [X] Diagnosticians

PURPOSE:

[ ] Information [X] Skill Training

STATED EMPHASIS: To describe techniques for establishing individualized treatment plans including methods for implementation.

III. COMMENTS

An excellent reference for child study team members involved in designing program plans and consulting with teachers. Behavior rating scales, observation and planning techniques are discussed.

Severely and Profoundly Handicapped Education Package

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR:

PUBLISHER/DISTRIBUTOR: Special Learning Corporation
42 Boston Post Road
Guilford, Connecticut 06437

PUBLICATION DATE: 1978

LOCATION OF MATERIAL: LRC - Northwest.....F.S. 152.3
LRC - Northeast

COST: $140.00

TYPE OF MATERIAL:

[X] Book (2) [ ] Film [X] Filmstrip (2 sound) [ ] Monograph

[ ] Bibliography [X] Other: Instructors Guide, 10 Black-line Masters

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[ ] Parents [ ] General Educators

[X] Special Educators [ ] Diagnosticians

PURPOSE:

[X] Information [ ] Skill Training

STATED EMPHASIS: A multimedia training program for college students.

III. COMMENTS

A realistic and complete description of severely and profoundly retarded individuals. Includes information on their intellectual and physical limitations as well as considerations of such areas as normalization, community living, communication skills and prevocational training.

Severely Retarded Children: Wider Horizons

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: Dan D'Amelio

PUBLISHER/DISTRIBUTOR: Charles E. Merrill Publishing Co.
Columbus, Ohio

PUBLICATION DATE: 1971

LOCATION OF MATERIAL: LRC - Central.....PB-14-DAM
245-01

COST: $4.95

TYPE OF MATERIAL:

[X] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other:_____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[X] Parents [ ] General Educators

[X] Special Educators [ ] Diagnosticians

PURPOSE:

[X] Information [ ] Skill Training

STATED EMPHASIS: Methods for teaching reading, writing and arithmetic fundamentals to the severely retarded.

III. COMMENTS

Not recommended for this population. The content of the book deals with preacademic and beginning academic training. Instruction does not differ markedly from normal preschool or kindergarten.

It lacks emphasis on survival skills in academic tasks despite claims to do so in the introduction.

Special Techniques for Teaching the Severely and Profoundly Retarded

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR:

PUBLISHER/DISTRIBUTOR: Allegheny Intermediate Unit
2 Allegheny Center
Suite 1300
Pittsburgh, Pennsylvania 15212

PUBLICATION LATE: 1976

LOCATION OF MATERIAL: LRC - South.....VF Spe. Curr. 011-C

COST $20.00

TYPE OF MATERIAL:

[X] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other:_____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[ ] Parents [ ] General Educators

[X] Special Educators [ ] Diagnosticians

PURPOSE:

[ ] Information [X] Skill Training

STATED EMPHASIS: Guidelines for individualized program design and specific teaching techniques.

III. COMMENTS

Provides comprehensive task analyses of gross and fine motor skills, visual skills, body image, communication, auditory skills and personal-social skills development. Suggests materials, modified activities and includes step-by-step directions for adaptation of materials and equipment.

Suggestions for Assessment of Child Communicative Behavior

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: Sunny Goldberg

PUBLISHER/DISTRIBUTOR: Nonpublished Paper

PUBLICATION DATE:

LOCATION OF MATERIAL: LRC - Northwest.....VF 2755

COST:

TYPE OF MATERIAL:

[ ] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [X] Other: Paper

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[ ] Parents [ ] General Educators

[ ] Special Educators [X] Diagnosticians

PURPOSE:

[X] Information [ ] Skill Training

STATED EMPHASIS: Recommendations for assessing the speech and language of severely and profoundly retarded children.

III. COMMENTS

An excellent article for speech clinicians. Describes both formal and informal assessment approaches for severely retarded students. The article was prepared for a workshop series entitled "Day Training Eligible Children - Assessment and Program Planning," conducted for New Jersey child study team personnel in October 1977.

Systematic Instruction for Retarded Children: The Illinois Program
(Experimental Edition)

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR:

PUBLISHER/DISTRIBUTOR: The Interstate Printers and Publishers, Inc.
Danville, Illinois 61832

PUBLICATION DATE: 1972

LOCATION OF MATERIAL: LRC - Central

COST: $1.00 - Teacher Parent Guide
$2.95 - Self-Help Instruction Guide
$2.50 - Motor Performance and Recreation Instruction Guide

TYPE OF MATERIAL:

[x] Books [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other: _____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[x] Parents [ ] General Educators

[x] Special Educators [ ] Diagnosticians

PURPOSE:

[ ] Information [x] Skill Training

STATED EMPHASIS: A systematic instructional approach

III. COMMENTS

A tested criterion-referenced curriculum found useful in a 3-to-1 instructional situation with trainable and severely retarded and developmentally disabled children.

Systematic Instruction of the Severely Handicapped

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: James E. McCormack, Jr., Amanda J. Chalmers, Judith Gregorian

PUBLISHER/DISTRIBUTOR: Massachusetts Center for Program Development and Evaluation
10 Hall Ave.
Medford, MA 02155

PUBLICATION DATE: 1976

LOCATION OF MATERIAL: LRC - Northeast

COST:

TYPE OF MATERIAL:

[X] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other: _____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[ ] Parents [ ] General Educators

[X] Special Educators [ ] Diagnosticians

PURPOSE:

[ ] Information [X] Skill Training

STATED EMPHASIS: To provide teachers with specific suggestions on how to implement systematic classroom instruction.

III. COMMENTS

An excellent resource for child study team members to use when consulting with teachers. It includes recommendations for developing curriculum, individualizing instruction, and conducting informal assessments.

Teaching the Moderately and Severely Handicapped

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: Michael Bender
Peter J. Valletutti

PUBLISHER/DISTRIBUTOR: University Park Press (publisher)
Edmark Associates (distributor)
13241 Northrup Way
Bellevue, Washington 98005

PUBLICATION DATE: 1976

LOCATION OF MATERIAL: LRC - Northwest
LRC - Northeast.....SPE-CURR 010

COST: $39.50

TYPE OF MATERIAL:

[X] Book (3 Volumes) [ ] Film [ ] Filmstrip [ ] Monograph
[ ] Bibliography [ ] Other: _____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[X] Parents [ ] General Educators
[X] Special Educators [ ] Diagnosticians

PURPOSE:

[ ] Information [X] Skill Training

STATED EMPHASIS:
Volume I - Behavior Self-Care, Gross and Fine Motor Skills
Volume II - Communication, Socialization, Safety and Leisure Time
Volume III - Functional Academics

III. COMMENTS

The diagnostic checklist included has very broad items. Includes comprehensive approach to various teaching strategies. Also offers general and specific objectives which are functional in all vital areas. Each major objective is provided with a number of instructional strategies.

Stress on and use of oral language may make modification necessary. Volume III is inappropriate for most of the severely and profoundly retarded.

The Teaching Research Curriculum for Moderately and Severely Handicapped

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR:

PUBLISHER/DISTRIBUTOR: Charles C. Thomas
Bannerstone House
301-327 E. Lawrence Ave.
Springfield, Illinois

PUBLICATION DATE: 1976

LOCATION OF MATERIAL: LRC - Central.....PB 17 FRE 880-01
LRC - Northeast.....SPE CUR 010

COST:

TYPE OF MATERIAL:

[X] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other: _____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[ ] Parents [ ] General Educators

[X] Special Educators [ ] Diagnosticians

PURPOSE:

[ ] Information [X] Skill Training

STATED EMPHASIS: Guidelines and task analyses for a curriculum for moderately and severely retarded, deaf, blind and multiply handicapped children.

III. COMMENTS

Behavioral objectives, pretests and posttests for motor, cognitive, reading, writing, receptive and expressive oral language domains are included. A large number of these skills are beyond the abilities of many severely/profoundly retarded children. However, for higher functioning students, the comprehensive task analyses of skills will be most helpful.

Tips for Teachers: A Decision-Making Model for Teaching the Handicapped

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: Project Director: Melvyn L. Semmel

PUBLISHER/DISTRIBUTOR: Center for Innovation in Teaching the Handicapped
School of Education
Indiana University
Bloomington, Indiana

PUBLICATION DATE:

LOCATION OF MATERIAL: LRC - Northeast

COST:

TYPE OF MATERIAL:

[ ] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [X] Other: Kit - audiotape, manual, filmstrip, response booklet

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[ ] Parents [X] General Educators

[X] Special Educators [ ] Diagnosticians

PURPOSE:

[ ] Information [X] Skill Training

STATED EMPHASIS: Inservice training to enable special education teachers to use a decision-making model for diagnostic teaching.

III. COMMENTS

Excellent, well-organized, realistic presentation of three basic concepts: 1) handicapped children do not always have all the characteristics of a category, 2) individualized instruction is necessary, 3) a systematic plan enables the teacher to meet the individual children's needs.

A Vision Guide for Teachers of Deaf-Blind Children

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: Marvin Efron, O.D., Ph.D.
Beth Reilly DuBoff, M.A.

PUBLISHER/DISTRIBUTOR: So. Atlantic Regional Center for Services to Deaf/Blind Children
Division for Exceptional Children
No. Carolina Dept. of Public Instruction
Raleigh, North Carolina

PUBLICATION DATE: 1975

LOCATION OF MATERIAL: LRC - South.....VF SPE 016 2C
LRC - Northeast....SPE-003-2

COST:

TYPE OF MATERIAL:

☐ Book ☐ Film ☐ Filmstrip ☐ Monograph

☐ Bibliography ☒ Other: booklet

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

☐ Parents ☐ General Educators

☒ Special Educators ☐ Diagnosticians

PURPOSE:

☐ Information ☐ Skill Training

STATED EMPHASIS: Discussion of and guide for visual assessment

III. COMMENTS

Good overall, includes useful charts and a bibliography on the topic.

Working with Families

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: Dorothy P. Cansler, Gloria H. Martin and Mary C. Valand

PUBLISHER/DISTRIBUTOR: Chapel Hill Training Outreach Project
Kaplan Press
600 Jonestown Road
Winston-Salem, North Carolina 27103

PUBLICATION DATE: 1975

LOCATION OF MATERIAL: LRC - Central....Reference file drawer 3
LRC - Northeast...PRO 34K-2

COST: $5.00 (per book)

TYPE OF MATERIAL:

[X] Book [ ] Film [X] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other:_____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[X] Parents [ ] General Educators

[X] Special Educators [ ] Diagnosticians

PURPOSE:

[X] Information [ ] Skill Training

STATED EMPHASIS: Designed to improve the role the family plays in the handicapped child's life.

III. COMMENTS

This is a guide written for professionals working with families of preschool handicapped children. Developed from the Chapel Hill Outreach Project, the manual describes methods of training staff and parents to work cooperatively in a child development program.
The manual is an excellent resource not only for the strategies described but also for its sensitivity to the attitudes of staff and family members. Though not written specifically about the severely and profoundly handicapped, many of the suggestions would be applicable.

Working with Parents: A Resource Guide for Family Involvement

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: Patti Hill

PUBLISHER/DISTRIBUTOR: Center for Infancy and Early Childhood
Rutgers University
New Brunswick, NJ 08903

PUBLICATION DATE:

LOCATION OF MATERIAL: EIC - Northwest

COST: $1.50

TYPE OF MATERIAL:

[ ] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [x] Other: Manual

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[ ] Parents [ ] General Educators

[x] Special Educators [ ] Diagnosticians

PURPOSE:

[x] Information [ ] Skill Training

STATED EMPHASIS: Provides the teacher of preschool handicapped children with a resource for planning, implementing and evaluating parent programs.

III. COMMENTS

Clear, concise and comprehensive guide for parent training programs. Though not specifically addressing severely handicapped students, many applicable suggestions are included.

You and Your Retarded Child: A Manual for Parents of Retarded Children

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: Samuel A. Kirk

PUBLISHER/DISTRIBUTOR: Pacific Books
P.O. Box 558
Palo Alto, California 94302

PUBLICATION DATE: 1968

LOCATION OF MATERIAL: LRC - South.....371.92 K 634

COST:

TYPE OF MATERIAL:

[X] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other: _____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[X] Parents [ ] General Educators

[X] Special Educators [ ] Diagnosticians

PURPOSE:

[X] Information [ ] Skill Training

STATED EMPHASIS: To help parents adjust to their retarded child, his/her care and training.

III. COMMENTS

A basic, non-technical resource which encourages parents to see themselves as teachers. References to the severely and profoundly retarded are minimal.

Your Developmentally Retarded Child Can Communicate

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR: Julia S. Molloy
Arlene Matkin

PUBLISHER/DISTRIBUTOR: The John Day Company
New York

PUBLICATION DATE: 1975

LOCATION OF MATERIAL: LRC - Central....371.92
PB 17 MOL 466 01

COST: $8.95

TYPE OF MATERIAL:

[X] Book [ ] Film [ ] Filmstrip [ ] Monograph

[ ] Bibliography [ ] Other:_____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

[X] Parents [ ] General Educators

[X] Special Educators [ ] Diagnosticians

PURPOSE:

[ ] Information [X] Skill Training

STATED EMPHASIS: To aid parents and teachers recognize the potential and communicate with retarded children.

III. COMMENTS

Despite a slightly high ability level and some oversimplification, the book addresses its purpose fairly well. Basic principles of communication, task analyses and lists of resources are included.

APPENDIX

DIRECTORY OF LEARNING RESOURCE CENTERS

CENTRAL LEARNING RESOURCE CENTER
Project Manager: Marty Archer
3684 Rt. 1, Bldg. 1
Princeton, N.J. 08540
Managed Through:
Educational Improvement Center/Central
609-452-2258 or 2259
Special Education Consultant:
Marian Leibowitz

NORTHEAST LEARNING RESOURCE CENTER
Project Manager: Sharon Orlando
2 Babcock Place
West Orange, N.J. 07052
Managed Through:
Educational Improvement Center/Northeast
201-731-8400
Special Education Consultant:
Marilyn Goodwin

NORTHWEST LEARNING RESOURCE CENTER
Project Manager: Susan Bright
202 Johnson Rd., Bldg. 3
Morris Plains, N.J. 07950
Managed Through:
Educational Improvement Center/Northwest
201-539-0331
Special Education Consultant:
William Davis

SOUTH JERSEY LEARNING RESOURCE CENTER
Project Manager: Bill Williams
207 Delsea Drive, Rt. 47, Box 209
Sewell, N.J. 08080
Managed Through:
Educational Improvement Center/South
609-228-6000
Special Education Consultant:
Richard Titus
Child Services: 800-322-8174

ASSESSMENT DEVICES

TITLES	LOCATION (LRC)					AREAS ASSESSED										EMPHASIS		
	C	NE	NW	S		Auditory	Haptic/ Kinesthetic	Personal/ Social	Concepts	Language	Motor	Pre Academic	Self Help	Visual	Other	Screening	Diagnostic	Programming

Assessment Chart

TITLE: _____

I. IDENTIFYING INFORMATION

PUBLISHER/DISTRIBUTOR:

PUBLICATION DATE:

COST:

LOCATION OF MATERIAL:

II. CONTENT DESCRIPTION

POPULATION MATERIAL IS DESIGNED FOR:

TEST PURPOSE:

☐ Screening ☐ Diagnosis ☐ Programming

STATED EMPHASIS:

LEVELS: NUMBER OF FORMS:

SUBAREAS:

III. ADMINISTRATION

EVALUATION METHOD:

☐ Observation ☐ Interview ☐ Test ☐ Other_____

MANNER OF ADMINISTRATION:

☐ Individual ☐ Group

ESTIMATED ADMINISTRATION TIME:

III. ADMINISTRATION (continued)

ADMINISTRATOR:

☐ Parent ☐ Teacher ☐ Diagnostician

SCORING:

☐ Easy ☐ Moderate ☐ Difficult ☐ Unscored

ADDITIONAL EQUIPMENT NEEDED:

IV. TECHNICAL ASPECTS

FORM FOR REPORTING RESULTS:

STANDARDIZATION SAMPLE:

REFERENCE:

☐ Criterion ☐ Norm

RELIABILITY:

V. COMMENTS

TITLE: _____

I. IDENTIFYING INFORMATION

AUTHOR/EDITOR:

PUBLISHER/DISTRIBUTOR:

PUBLICATION DATE:

LOCATION OF MATERIAL:

COST:

TYPE OF MATERIAL:

☐ Book ☐ Film ☐ Filmstrip ☐ Monograph

☐ Bibliography ☐ Other: _____

II. CONTENT DESCRIPTION

MATERIAL IS DESIGNED TO BE USED BY:

☐ Parents ☐ General Educators

☐ Special Educators ☐ Diagnosticians

PURPOSE:

☐ Information ☐ Skill Training

STATED EMPHASIS:

III. COMMENTS